DOCUMENT RESUME

ED 195 802 CE 027 512

AUTHOR Coogan, Mark, Ed.
TITLE Vocational Education Research and Exemplary Projects in Indiana, 1978 and 1979. Project Abstracts. Information Series No. 12.
INSTITUTION Indiana Univ., Bloomington. Vocational Education Information Services.
SPONS AGENCY Indiana State Board of Vocational and Technical Education, Indianapolis.
PUB DATE 80
NOTE 104p.; For a related document see ED 176 123.
AVAILABLE FROM Vocational Education Services, 840 State Road 46 Bypass, Room 111, Indiana University, Bloomington, IN 47405 ($2.00, prepaid; single copies free to Indiana residents).

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Abstracts; Adult Vocational Education; Competency Based Education; *Demonstration Programs; Diffusion; Educational Development; *Educational Legislation; *Educational Research; Elementary Secondary Education; Followup Studies; Job Placement; Needs Assessment; Postsecondary Education; Program Descriptions; Program Improvement; Regional Cooperation; *Research Projects; School Business Relationship; Sex Bias; Sex Stereotypes; *State Programs; Statewide Planning; Student Employment; *Vocational Education; Vocational Followup
IDENTIFIERS Education Amendments 1976; Indiana

ABSTRACT

This report abstracts and summarizes eighty-two Indiana vocational education research and development projects funded in 1978 and 1979 with moneys allocated by Subpart 3 of the Education Amendments of 1976, Title 2, Vocational Education. The projects are grouped into seven subject categories: (1) needs assessment, (2) performance based vocational education, (3) placement and follow-up, (4) program improvement, (5) regional communication, (6) sex bias and stereotyping, and (7) state services and products. Within categories the projects are alphabetized by title. Each abstract contains the following: project number, name of the contact person, project county and agency name and address, total budget costs, grade levels, projects developed, and descriptors from the ERIC (Educational Resources Information Center) Thesaurus of Descriptors. Each abstract also includes a summary of the project objectives, procedures used to reach those objectives, and project outcomes. Four separate indexes list agencies and school corporations funded, cities and counties in which the projects were based, State Board of Vocational and Technical Education project numbers, and subject by descriptor. (Author/YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED195802

INFORMATION SERIES NO. 12
PROJECT ABSTRACTS

Vocational Education Research and Exemplary Projects in Indiana, 1978 and 1979

edited by

Mark Coogan

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

J. Brooks

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

VOCATIONAL EDUCATION SERVICES
DEPARTMENT OF VOCATIONAL EDUCATION
INDIANA UNIVERSITY/BLOOMINGTON

1980

CE027512

INFORMATION SERVICES PROJECT

UNDER CONTRACT WITH:

STATE OF INDIANA STATE BOARD OF VOCATIONAL AND TECHNICAL EDUCATION (SBVTE)
401 Illinois Bldg., 17 West Market Street
Indianapolis, IN 46204

SBVTE project number: 3-80-III-14
Public Law 94-482, Part A, Subpart 3

PROJECT TITLE: Vocational Education Services

CONTRACTOR: Department of Vocational Education
Indiana University/Bloomington

PROJECT STAFF: Nancy E. Steenhausen, *Editor*
Mark D. Coogan, *Assistant Editor*
JoAnn Brooks, *Information Specialist*
Constance L. Sweetana, *Technical Assistant*
Robert C. Harris, *Project Director*

Vocational Education Services
840 State Road 46 Bypass, Room 111
Indiana University
Bloomington, IN 47405

© SBVTE, 1980; all rights reserved.

The State Board of Vocational and Technical Education complies with all federal regulations prohibiting discrimination on the basis of race, religion, national origin, sex, age, handicap, or veteran status in matters pertaining to admissions, employment, and access to programs.

VOCATIONAL EDUCATION SERVICES

Vocational Education Services (VES) is a project designed to meet the information needs of vocational educators in Indiana.

This Information Series, the quarterly newsletter *Communique*, and various other VES publications, provide information on vocational education research and development efforts conducted in Indiana. Additional VES products such as brochures, catalogs and fliers update practicing vocational educators on resources and services available and on state and national vocational education activities.

Information needs of vocational educators are also served by the VES library. The collection includes print and audiovisual instructional materials, vocational journals, reports and products from State Board of Vocational and Technical Education funded projects, materials from the National Center for Research in Vocational Education, and research documents developed in other states. The library staff loans materials, answers reference questions, and conducts literature searches. Library loan and research services are enhanced by use of Indiana University Library documents and by access to 120 computerized data bases. In addition to these activities, VES sells selected instructional materials. Curriculum developed in Indiana and in other states are marketed and sold on a cost-recovery basis.

Vocational educators receive technical assistance in the selection, development, and use of materials from the VES curriculum development staff. Services both in-house and on-site help educators identify needs and modify materials for sex equity and application for special needs populations.

Requests for information should be directed to:

Information Specialist
Vocational Education Services
840 State Road 46 Bypass, Room 111
Indiana University, Bloomington, IN 47405

(812) 337-6711

Vocational Education Services operates with funds from the State Board of Vocational and Technical Education. Its products are printed by the Indiana University Publications and Printing Plant.

ABSTRACT

This report abstracts and summarizes 82 Indiana research and development projects funded in 1978 and 1979 with moneys allocated by Subpart 3 of the Education Amendments of 1976, Title 2, Vocational Education.

The projects are grouped into the subject categories of: needs assessment, performance based vocational education, placement and follow-up, program improvement, regional communication, sex bias and stereotyping, and state services and products. Within categories the projects are alphabetized by title.

Each abstract contains the project number, the name of the contact person, the project county and agency name and address, total budget costs, grade levels, products developed, and descriptors from the *ERIC Thesaurus of Descriptors*. Each abstract also includes a summary of the project objectives, the procedures used to reach those objectives, and the project outcomes.

Four separate indexes list: (1) agencies and school corporations funded, (2) cities and counties in which the projects were based, (3) SBVTE project numbers, and (4) subject by descriptor.

TABLE OF CONTENTS

FOREWORD . . . . . *ix*

INTRODUCTION *1*

ABSTRACTS *3*

Needs Assessment *3*
Performance Based Vocational Education *9*
Placement & Follow-up *21*
Program Improvement *35*
Regional Communication *61*
Sex Bias & Stereotyping *73*
State Services & Products *75*

INDEXES *93*

Agency *94*
City/County *95*
Descriptor *96*
Project Number *98*

FOREWORD

The Vocational Education Act of 1963 and the Vocational Education Amendments of 1968 placed emphasis on research and development (R&D) activities for the purpose of improving vocational education programs. Indiana's management system to implement research and development activities and disseminate the results of these activities has been coordinated by Ed Hornback.

This report is a part of the state's effort to disseminate the results of research and development activities. It abstracts and synthesizes research and development projects conducted pursuant to State Board of Vocational and Technical Education grants during fiscal years 1978 and 1979. It outlines the types of research and development that have been supported in Indiana. The outcomes of these projects have been valuable resources to vocational educators in the state; information about them can also be useful to educators in other states.

You are encouraged to contact the Vocational Education Services at Indiana University if you wish more information about Indiana's R&D dissemination activities.

Don K. Gentry
Executive Officer/State Director
of Vocational Education

INTRODUCTION

This report is a collection of project abstracts that summarizes research and development projects funded in 1978 and 1979 by the State Board of Vocational and Technical Education (SBVTE) with moneys from parts C and D of the 1968 Vocational Education Amendments.

The project abstracts are grouped into subject categories and are listed alphabetically within categories by title.

The abstracts include basic project information and descriptors from the *ERIC Thesaurus of Descriptors*. The descriptors give the reader a quick summary of the subjects covered in the project and were used to construct the descriptor index.

The abstracts also summarize project objectives, the procedures used to reach those objectives, and the project outcomes.

The indexes are organized (1) by agencies or school corporations funded, (2) by cities and counties where the projects were based, (3) by subject, and (4) by SBVTE project numbers.

Readers who are interested in obtaining more information about projects abstracted in this report are urged to contact the person listed in the abstract.

NEEDS ASSESSMENT

TITLE: CONTINUATION OF ASSESSMENT AND PLANNING PROJECT #104-77-III

PROJECT #: *268-78-III-1*

Grant County

CONTACT: *Roger Jessup*
Mississinewa Community Schools
424 W. Main St.
Gas City, IN 46933
Phone: (317) 674-2184

BUDGET:

Local	$ *3,100*
St/Fed	*30,530*
Total	$ *33,630*

DESCRIPTORS: *communications, needs assessment, program evaluation, technical assistance*

LEVEL(S): *secondary postsecordary adult*

PRODUCTS: *final report*

OBJECTIVES:

Continue the assessment of programs and planning of vocational education for local and regional application.

PROCEDURES AND OUTCOMES:

The project staff compiled a summary of communication efforts in each of the 14 economic planning regions. They provided communications and needs assessment assistance to state and local planning agencies as well as schools and institutions in the region. The staff developed technical assistance packages from materials available at various agencies. The packages were distributed among local schools and planning projects. The project staff conducted needs assessments and established an ad hoc committee to review and revise the packages when necessary. Finally, the project staff assisted the Department of Public Instruction and the Commission for Higher Education in the development of a statewide and regional communication system.

The project improved needs assessment and planning programs by providing a technical assistance package and a summary of regional communication activities. A uniform system for disseminating information improved assessment and planning at all levels.

TITLE: FEASIBILITY STUDY VOCATIONAL AREAS THIRTY-NINE AND FORTY-THREE

PROJECT #: 44-78-III-1

Knox County

CONTACT: Joyce Ann Carnahan
South Knox School Corp.
P. O. Box 388
Monroe City, IN 47557
Phone: (812) 743-2283

BUDGET:

Local	$ 15,000
St/Fed	20,000
Total	$ 35,000

DESCRIPTORS: area vocational schools, educational needs, feasibility studies, manpower needs, program evaluation, vocational education

LEVEL(S): secondary
postsecon.

PRODUCTS: final repor.

OBJECTIVES:

1. Identify and study existing vocational programs, student needs, and community employment needs to develop an area vocational education program.

2. Hold meetings for all participating school boards and important personnel of these schools to discuss the findings and recommendations of the study.

PROCEDURES AND OUTCOMES:

The project staff surveyed area business and industry, along with students, faculties, and graduates of participating school corporations. The staff also contacted government and community organizations such as the unemployment division, the chamber of commerce, and the IVTC-Vincennes. Pertinent data and community ideas were compiled and analyzed and the project staff developed an area vocational education concept to better serve student and community employment needs. The staff organized and conducted a meeting for all participating school boards and key personnel of the schools to discuss and review the findings of the project.

The project produced the first unified effort of school corporations in Districts 39 and 43 to review vocational needs and potentials. The schools became aware of student and community employment needs and of alternative vocational offerings.

TITLE: PROJECT TO IDENTIFY TYPES OF CURRICULUM AND TEACHING METHODOLOGIES UTILIZED IN SELECTED VOCATIONAL EDUCATION PROGRAMS

PROJECT #: 110-78-III-3

Vigo County

CONTACT: Sam Wiersteiner
Indiana State University
Rm 200
Terre Haute, IN 47809
Phone: (812) 232-6311
ext. 5371

BUDGET:

Local	$ 7,850
St/Fed	24,913
Total	$ 32,763

DESCRIPTORS: curriculum research, instrumentation, surveys, teaching methods, vocational education

LEVEL(S): secondary postsecondary adult

PRODUCTS: final report

OBJECTIVES:

Develop a reliable method of surveying curriculum and teaching methods used in selected vocational education programs in Indiana's secondary, postsecondary, and adult education levels.

PROCEDURES AND OUTCOMES:

The project staff examined related literature and studied the results of similar projects. They developed an investigator's guide for collecting personal interview data. Subjects were selected and interviewed to determine the type of curriculum and teaching methods the subjects used. After analyses of the interviews, the project staff wrote the report.

The findings of this project enabled state curriculum groups to properly assess the value of curriculum and teaching methods presently used in selected vocational programs at the various education levels in Indiana.

TITLE: PROJECTED EFFECTS OF POPULATION CHANGES ON VOCATIONAL/TECHNICAL EDUCATION

PROJECT #: *290-78-III-1*

Tippecanoe County

CONTACT: *Donald Robson*
Purdue University
Purdue Research Foundation
West Lafayette, IN 47907
Phone: (317) 749-2697

BUDGET:

Local	$ *1,000*
St/Fed	*10,000*
Total	$ *11,000*

DESCRIPTORS: *data collection, enrollment trends, labor supply, manpower needs, population growth*

LEVEL(S): *postsecondary adult employee employer*

PRODUCTS: *final report*

OBJECTIVES:

Compile a detailed and comprehensive analysis of past, present, and projected trends in vocational and technical education as affected by changes in population and labor supply and demand.

PROCEDURES AND OUTCOMES:

The project staff consulted a variety of sources and compiled a file of all relevant data for comparison. The file contained information on past, present, and projected Indiana school populations, vocational and technical education enrollments, labor supplies and demands, and National Labor Statistics (NLS) Project Talent information. The NLS information was used to identify alternative directions for vocational and technical education. The staff used other areas of data to identify vocational and technical education trends over the past five years in comparison with labor supply and demand over the same period. A document analyzing this data was produced. Analysis included future projections of vocational and technical education enrollments, program needs, geographic regional needs, and labor demand related to program areas by geographic region within Indiana.

With an accurate assessment of factors affecting past, present, and future trends in vocational and technical education, educators possessed the means to alter policy and curriculum to meet needs of the future and improve conditions of the present.

TITLE: STATUS OF VOCATIONAL PROGRAMS FOR INDIANA SPECIAL NEEDS POPULATION

PROJECT #: *109-78-III-5*

Vigo County

CONTACT: *William H. Kern*
Indiana State University
Statesmen Towers West, Room 518
Terre Haute, IN 47809
Phone: (812) 232-6311
ext. 7258

BUDGET:

Local	$ 4,619
St/Fed	15,000
Total	$ 19,619

DESCRIPTORS: *advisory committees, data analysis, data collection, program planning, surveys*

LEVEL(S): *secondary postsecondary adult*

PRODUCTS: *final report*

OBJECTIVES:

Gather and analyze information on the status of special needs vocational education at the secondary, postsecondary, and adult education levels.

PROCEDURES AND OUTCOMES:

The project staff surveyed special needs programs at secondary and postsecondary levels in Indiana. Information collected included (1) assessment of conditions and requirements of special needs programs, (2) descriptive information on special needs teachers and students, (3) details of interagency cooperation, and (4) extent of support services available to special needs teachers, staff, and students. The project staff cross-tabulated the data to confirm accuracy.

This study supplied data for the development of programs for the disadvantaged and handicapped. The data also formed a basis for improved cooperation, program planning, and use of available resources.

PERFORMANCE BASED VOCATIONAL EDUCATION

TITLE: CURRICULUM ARTICULATION BETWEEN SECONDARY AND POST-SECONDAR.

PROJECT #: *271-78-III-3*

Marion County

CONTACT: *Meredith L. Carter*
Indiana Vocational Technical College
1315 E. Washington St.
Indianapolis, IN 46202
Phone: (317) 635-6100
ext. 37

BUDGET:

Local	$ *19,710*
St/Fed	*40,000*
Total	$ *59,710*

DESCRIPTORS: *articulation (program), curriculum development, inservice education, performance based education, site development, task analysis*

LEVEL(S): *secondary*
postsecondary

PRODUCTS: *final report*

OBJECTIVES:

1. Develop and field test a performance based vocational education (PBVE) curriculum in two selected job titles.

2. Apply curriculum to an articulation plan between secondary and postsecondary levels.

PROCEDURES AND OUTCOMES:

The project staff selected four program areas for joint curriculum development. The performance based vocational education curriculum included domain identification, task analysis, learning content identification, and development of a domain reference test. The staff devised an articulation plan to apply program objectives at secondary and postsecondary levels. The plan was field tested, evaluated, and revised. The staff used remaining time and resources to develop performance based curriculum in as many trade and industry categories as possible.

Products of the project included a field-tested performance based model in a minimum of two job titles, a PBVE prototype learning package in the automotive area, an articulation plan between secondary and postsecondary levels, and a record-keeping system. The project also produced a staff trained in developing PBVE curriculum.

TITLE: DEVELOPMENT OF A CADRE OF PERFORMANCE BASED VOCATIONAL EDUCATION CURRICULUM SPECIALISTS/WRITERS

PROJECT #: *111-78-III-5*

Vigo County

CONTACT: *Sam Wiersteiner*
Indiana State University
TAW 200
Terre Haute, IN 47809
Phone: (812) 232-6311
ext. 5371

BUDGET:

Local	$ *22,541*
St/Fed	*52,420*
Total	$ *74,961*

DESCRIPTORS: *inservice education, performance based education, program improvement, teacher educators, teacher workshops*

LEVEL(S): *adult*
employer

PRODUCTS: *final report*

OBJECTIVES:

Train performance based vocational education (PBVE) curriculum specialists/writers and develop a system for including this training as a regular part of preservice and inservice teacher education programs.

PROCEDURES AND OUTCOMES:

The project staff developed a procedure for training PBVE curriculum specialists/writers. Once trained, the specialists/writers helped prepare teachers of PBVE through training and evaluation sessions.

The project systematically upgraded PBVE programs in Indiana through the development of a group of curriculum specialists/writers.

TITLE: DEVELOPMENT OF PERFORMANCE BASED VOCATIONAL EDUCATION CURRICULUM MATERIALS FOR VOCATIONAL AGRIBUSINESS PROGRAMS

PROJECT #: *272-78-III-3*

Tippecanoe County

CONTACT: *William B. Richardson*
Purdue University
Vocational Teacher Training, SCC-G
West Lafayette, IN 47907
Phone: (317) 749-2093

BUDGET:

Local	$ *4,880*
St/Fed	*48,800*
Total	$ *53,680*

DESCRIPTORS: *agribusiness, agricultural education, curriculum development, instructional materials, landscaping, performance based education, vocational education*

LEVEL(S): *postsecondary*

PRODUCTS: *final report*

OBJECTIVES:

1. Develop performance based curriculum materials for agrichemicals, nursery operations, landscaping, and landscaping design and sales.
2. Develop a V-TECS catalog of landscaping design and sales, and conduct task verification of the product.
3. Serve as fiscal agent for a statewide agribusinsss curriculum steering committee.

PROCEDURES AND OUTCOMES:

The project staff developed performance based curriculum and instructional materials for vocational agriculture. They prepared task analyses, purposive studies, and specification of learning content and instructional material for selected job titles in vocational horticulture and agrichemicals. A V-TECS catalog of job titles in landscaping design and sales was developed. The staff conducted a task verification of the product using guidelines in the V-TECS reference handbook. The project also served as fiscal agent for the statewide agribusiness curriculum steering committee.

The program produced instructional materials for agricultural chemicals, landscaping, landscaping design and sales, and nursery operations. Other products of the program were a V-TECS catalog in landscape design and sales, a report on horticulture task verification, and a report of the fiscal expenditures of the agribusiness curriculum steering committee.

TITLE: DISTRIBUTIVE EDUCATION COMPETENCY BASED CURRICULUM MODELS FIELD TEST

PROJECT #: 273-78-III-3

Delware County

CONTACT: *Rodney E. Davis*
Ball State University
College of Business
Muncie, IN 47306
Phone: (317) 285-6307

BUDGET:

Local	$ *4,072*
St/Fed	*40,000*
Total	$ *44,072*

DESCRIPTORS: *curriculum design, curriculum development, distributive education, field studies, occupational clusters, performance based education*

LEVEL(S): *secondary postsecondary*

PRODUCTS: *final report*

OBJECTIVES:

1. Field test, revise, and implement competency based distributed education (DE) curriculum models.
2. Develop student competency based testing devices appropriate for curriculum models.
3. Develop tentative marketing matrix by clusters and/or job titles.

PROCEDURES AND OUTCOMES:

The curriculum models were tested in area career centers and comprehensive high schools. The staff acquired test reports, visited test sites for first-hand information, and met with test participants to produce a finished product. The staff secured Interstate Distributive Education Curriculum Consortium learning activity packages and conducted inservice training sessions on the proper use of the materials. The staff reviewed testing guidelines for competency based literature and DE teachers helped write the testing devices. Distributive education projects and occupational matrix projects were reviewed and the project advisory committee and other consultants helped form a tentative matrix.

The project provided Indiana educators a systematic approach to implementing competency based instruction. The matrix helped plan and develop additional DE curriculum.

TITLE: A HUMAN RESOURCES DEVELOPMENT SUBSYSTEM FOR PERFORMANCE BASED VOCATIONAL EDUCATION

PROJECT #: *270-78-III-35*
Marion County

CONTACT: *Edgar Fleenor*
Indiana Univ.-Purdue Univ./Indianapolis
799 W. Michigan St.
Indianapolis, IN 46202
Phone: (317) 264-8703

BUDGET:

Local	*$ 37,310*
St/Fed	*168,412*
Total	*$205,722*

DESCRIPTORS: *articulation (program), auto mechanics, inservice education, performance based education, task analysis*

LEVEL(S): *secondary postsecondary*

PRODUCTS: *final report*

OBJECTIVES:

1. Provide administrators, teachers, and counselors performance based inservice training on implementing a performance based vocational education (PBVE) program.
2. Locate model sites to demonstrate articulation between secondary and postsecondary PBVE programs.
3. Develop two domain catalogs for the auto mechanics matrix and conduct tark analyses for two job titles within the matrix.

PROCEDURES AND OUTCOMES:

An advisory committee reviewed procedures of the project. The project staff developed inservice programs for administrators, teachers, and counselors on how to implement PBVE programs according to State Board of Vocational and Technical Education (SBVTE) rules. The staff located articulation sites and implemented a PBVE model of articulation between secondary and postsecondary institutions. The project staff used the V-TECS process to develop two domain catalogs for the auto mechanics matrix, one in engine systems and the other in drive train systems. They used the SBVTE task analysis process for two job titles within one of the catalogs.

The project offered packages and materials for implementing PBVE programs, and also developed two PBVE model articulation sites capable of expanding to other areas.

TITLE: PERFORMANCE BASED CURRICULUM DEVELOPMENT FOR DISADVANTAGED AND HANDICAPPED STUDENTS

PROJECT #: *276-78-III-3*

Tippecanoe County

CONTACT: *William G. Camp*
Purdue University
Agricultural Education, SCC-G
West Lafayette, IN 47907
Phone: (317) 749-2093

BUDGET:

Local	*$ 2,980*
St/Fed	*29,801*
Total	*$ 32,781*

DESCRIPTORS: *curriculum development, educationally disadvantaged, handicapped students, instructional materials, learning modules, performance based education, teaching procedures*

LEVEL(S): *secondary*

PRODUCTS: *final report*

OBJECTIVES:

1. Develop a minimum of 20 performance based vocational education (PBVE) learning packages for disadvantaged and handicapped students.

2. Assist State Board of Vocational and Technical Education (SBVTE) staff disseminate materials.

PROCEDURES AND OUTCOMES:

The project staff consulted with the SBVTE staff to determine the content and format of PBVE packages to be developed. A procedural model was devised to modify existing PBVE curriculum for use as performance based learning packages for disadvantaged and handicapped students. The project staff developed, field tested, and evaluated the procedural model and format of three prototype learning packages. Needed changes were applied to the development of the remaining learning packages. A minimum of 20 learning packages were developed; five for vocational agriculture, five for home economics, and the rest for general use in secondary vocational education.

The State Board staff received copies of the final products and the project staff also assisted in dissemination of the information and in the follow-up inservice.

The project offered vocational educators a prototype format for development of similar programs and a procedural model for modification of existing PBVE curriculum for disadvantaged and handicapped students.

TITLE: PERFORMANCE BASED VOCATIONAL EDUCATION IN POSTSECONDARY COMPUTER TECHNOLOGY PROGRAM

PROJECT #: *275-78-III-3*

Delware County

CONTACT: *Jack J. Bainter*
Indiana Vocational Technical College
4100 Cowan Rd.
Muncie, IN 47302
Phone: (317) 289-2461

BUDGET:

Local	$ *5,004*
St/Fed	*35,000*
Total	$ *40,004*

DESCRIPTORS: *computer programs, criterion referenced tests, curriculum development, instructional programs, performance based education, vocational education*

LEVEL(S): *secondary postsecondary*

PRODUCTS: *final report*

OBJECTIVES:

1. Develop a performance based instructional program for computer programming technology.
2. Provide a plan for articulation of the program between secondary and postsecondary institutions.

PROCEDURES AND OUTCOMES:

The project staff developed a program management plan. The staff used V-TECS materials as a resource for performance objectives and identified learning content by analyzing tasks, writing objectives, developing criterion-reference tests, and developing learning activities. Curriculum materials were developed using teacher and student centered modes. Each performance based learning package contained at least one job task. The staff structured the training experience on a performance based format and used a record-keeping system to evaluate and review the project. The staff developed a plan for articulation between secondary and postsecondary schools.

The product of this project was a performance based curriculum in computer programming technology using V-TECS and other task lists.

TITLE: A PLAN FOR THE DEVELOPMENT AND IMPLEMENTATION OF A PERFORMANCE BASED STUDENT TRAINING PROGRAM IN HEALTH OCCUPATIONS

PROJECT #: *88-78-III-5*

Allen County

CONTACT: *Phyllis Bilger*
Indiana Univ.-Purdue Univ./Fort Wayne
2101 Coliseum Blvd., East
Fort Wayne, IN 46805
Phone: (219) 482-5811

BUDGET:

Local	$ *3,360*
St/Fed	*31,239*
Total	$ *34,599*

DESCRIPTORS: *health occupations education, inservice teacher education, performance based education*

LEVEL(S): *secondary adult*

PRODUCTS: *final report*

OBJECTIVES:

Develop and implement a performance based student training program in health occupations.

PROCEDURES AND OUTCOMES:

An advisory committee was selected to review the procedures and findings of the project. Previously developed learning modules for psycho-motor skills were revised along with learning modules for cognitive/affective skills. Each module described goals, specific instructions, prerequisites, instructional objectives, selected resources, specific student activities, and a criterion-reference test. The staff conducted workshops and seminars which taught health occupations instructors how to use the training programs. Next, the staff developed a qualifications profile for those having completed the training program. The profile outlined a job description, worker traits, education, and aptitudes needed by persons qualified to be unlicensed medication personnel. Both the profile and the training program were field tested and evaluated at selected facilities throughout Indiana. Proficiency examinations were developed to establish the competency of students completing the training program. Finally, the project staff developed a number of additional products which could be used to incorporate the training program into other areas of the nursing field (e.g., L.P.N., geriatric technician, etc.).

The project developed a performance based student training program for a nursing job title. The training program effectively used funds to train competent health workers.

TITLE: A PLAN FOR THE UPDATING AND IMPLEMENTATION OF PERFORMANCE BASED VOCATIONAL EDUCATION MATERIALS IN HEALTH OCCUPATIONS

PROJECT #: *274-78-III-3*

Allen County

CONTACT: *Warren J. Wilhelm, Jr.*
Indiana Univ.-Purdue Univ./Fort Wayne
2101 Coliseum Blvd., East
Fort Wayne, IN 46805
Phone: (219) 482-5901

BUDGET:

Local	$ *3,396*
St/Fed	*33,964*
Total	$ *37,360*

DESCRIPTORS: *computer programs, curriculum development, educational materials, health occupations education, health programs, performance based education, secondary education*

LEVEL(S): *secondary*

PRODUCTS: *final report*

OBJECTIVES:

1. Update health occupations matrix.
2. Develop computer program to retrieve and alter data for the health occupations matrix.
3. Perfect medication aide performance based vocational education (PBVE) curriculum in three selected, current secondary programs.

PROCEDURES AND OUTCOMES:

The project staff selected an advisory committee and appropriate personnel to assist in the project. The current health occupations matrix was revised and the staff developed a computer program so that information could be easily retrieved and changed. The staff developed domain reference tests for the job title of medication aide. Curriculum for the same job title was developed and field tested in three selected, current secondary programs. The staff established the applicability of test results to secondary programs. The advisory committee reviewed reports and test results and offered feedback. The State Board of Vocational and Technical Education (SBVTE) received quarterly reports and a final report.

Products of this project provided health occupations educators with a completed matrix to better correlate teaching activities for their students. These activities enabled secondary students to enter the health occupations job market as semi-skilled workers.

TITLE: SUBSYSTEM COMPONENTS IN PERFORMANCE BASED CURRICULUM IDENTIFICATION AND MATERIALS DEVELOPMEN

PROJECT #: 9-79-III-3

Marion County

CONTACT: Edgar Fleenor
Indiana Univ.-Purdue Univ./Indianapolis
799 W. Michigan St.
Indianapolis, IN 46202
Phone: (317) 264-8703

BUDGET:

Local	$ 59,685
St/Fed	240,972
Total	$ 300,657

DESCRIPTORS: articulation (program), curriculum development, educationally disadvantaged, handicapped students, instructional materials, performance based education, postsecondary education, secondary education

LEVEL(S): secondary
postsecondary

PRODUCTS: final report

OBJECTIVES:

1. Develop performance based vocational education (PBVE) curriculum and media in regular vocational programs and in disadvantaged and handicapped programs.

2. Provide V-TECS catalogs of performance objectives critical to Indiana's curriculum needs.

3. Implement V-TECS/PBVE domain reference testing programs at 13 sites to assure articulation between secondary and postsecondary levels.

PROCEDURES AND OUTCOMES:

The project staff identified areas to be studied and procedures to be used. Domain reference tests, task analyses, and learning content derivations were some of the instruments used to process the data and to determine curriculum needs. The staff subcontracted the development and writing of the curriculum and the V-TECS catalogs. Domain reference tests, implemented at 13 sites, assured articulation of curriculum materials between secondary and postsecondary levels. The advisory committee conducted quarterly evaluations which included scrutiny of activities relative to sex bias and sex stereotyping.

The project produced PBVE curriculum and media, three V-TECS catalogs, and a domain reference test. These products improved research and development of the State's Management Plan for vocational education.

PLACEMENT and FOLLOW-UP

TITLE: AN APPROACH TO IDENTIFYING LOCAL EMPLOYMENT OPPORTUNITIES FOR HIGH SCHOOL GRADUATES

PROJECT #: 64-78-III-4

Kosciusko County

CONTACT: Richard Wysong
Wawasee Area Vocational Coop.
Box 276
Syracuse, IN 46567
Phone: (219) 457-3147

BUDGET:

Local	$ 9,423
St/Fed	51,276
Total	$ 60,699

DESCRIPTORS: employment opportunities, school industry relationship, vocational counseling

LEVEL(S): secondary

PRODUCTS: final report

OBJECTIVES:

Improve student placement programs by locating job opportunities in the community.

PROCEDURES AND OUTCOMES:

The project staff compiled a list of businesses and industries which offered the greatest employment potential for high school students. The project coordinator made contact with selected businesses and industries to explain the purpose of the program and to gather all relevant employment information. One day each week, school counselors visited the business or industry to obtain first-hand information on the availability of various jobs. The information was applied to the participating schools' placement programs to provide more productive services.

Counselors offered students more practical service and advice by correlating job training with actual job opportunities.

TITLE: COORDINATION AND SUPPORT SERVICES FOR A STATEWIDE FOLLOW-UP PROGRAM

PROJECT #: *277-78-III-4*

Monroe County

CONTACT: *James A. Pershing*
Indiana University
Smith Research Ctr., Room 126
Bloomington, IN 47405
Phone: (812) 337-8104

BUDGET:

Local	$ *6,099*
St/Fed	*14,452*
Total	$ *20,551*

DESCRIPTORS: *grants, job placement, vocational counseling, vocational follow-up*

LEVEL(S): *secondary*
postsecondary

PRODUCTS: *final report*

OBJECTIVES:

Establish a coordination and support program for placement and follow-up services funded by sub-grants from the Center for Studies in Occupational Education, Indiana University.

PROCEDURES AND OUTCOMES:

The project staff compiled findings of previously funded placement and follow-up projects in Indiana. This information provided the basis of a comprehensive plan for fiscal and procedural coordination and articulation services for sub-grant recipients.

The staff organized and conducted a statewide meeting for project directors of sub-grants. Packets of instructional materials and learning aids were developed by the staff and distributed at the conference. The packets helped participants conduct student and employer surveys, establish exemplary placement services, and acquire resources and assistance from project sponsors. The staff provided intensive technical assistance for proposal writing and revision. The staff wrote quarterly reports, a half-way report, and a final report summarizing and evaluating sub-grant recipients. The reports also included recommendations and statements of expenditures.

The project provided written materials, counseling, and technical assistance to local education agency personnel who plan and execute placement and follow-up services for vocational education students.

TITLE: DEVELOP/IMPLEMENT A STUDENT JOB PLACEMENT AND FOLLOW-UP PLAN

PROJECT #: *280-78-III-4*

Porter County

CONTACT: *Don F. Dick*
Porter County Career Education Coop.
507 Campbell St.
Valparaiso, IN 46383
Phone: (219) 464-2415

BUDGET:

Local	$ *10,590*
St/Fed	*13,855*
Total	$ *24,445*

DESCRIPTORS: *advisory committees, interschool communication, school industry relationship, student placement, vocational follow-up*

LEVEL(S): *secondary*

PRODUCTS: *final report*

OBJECTIVES:

Expand and improve the student placement and follow-up plan of the Porter County Career Education Cooperative.

PROCEDURES AND OUTCOMES:

The project staff used the findings of current research and model programs in Indiana to formulate a plan that extended services throughout the cooperative district. The advisory committee membership was increased and the staff reorganized fragmented services into a student-centered guidance program in each participating high school. The staff increased contacts with business and industry and improved communication and coordination among placement personnel, vocational instructors, guidance personnel, feeder school counselors, and employers. The staff developed and refined a system of record keeping and information retrieval to facilitate the success of the program.

The project emphasized the importance of guidance programs in the student's transition from school to work. The use of the projects' objectives assisted the vocationally trained student to fully develop job skills. The project also established a reliable basis to plan and evaluate vocational training programs.

TITLE: ENHANCING THE PLACEMENT AND FOLLOW-UP EFFORT THROUGH SHARED RESPONSIBILITIES

PROJECT #: *286-78-III-4*

Marion County

CONTACT: *Gerald Flack*
MSD of Washington Township
1605 E. 86th St.
Indianapolis, IN 46240
Phone: (317) 259-5238

BUDGET:

Local	$ *18,125*
St/Fed	*9,780*
Total	$ *27,905*

DESCRIPTORS: *job search methods, school industry relationship, student placement, vocational adjustment, vocational follow-up*

LEVEL(S): *secondary*

PRODUCTS: *final report*

OBJECTIVES:

Enhance the placement and follow-up services at MSD of Washington Township.

PROCEDURES AND OUTCOMES:

The project staff developed an administration system and gathered all pertinent data. Students learned the fundamentals of locating and applying for a job in their fields of endeavor. Advisory committee members served as resource links between students and business and industry in the area. In turn, business and industry personnel became familiar with the program's objectives. The project staff tested students with evaluative instruments used by business and industry to determine candidates for various job assignments. Each student experienced a realistic job interview situation either in the classroom or at a work site. Sixty percent of the students seeking employment at the end of the program had a minimum of one interview in a field of their choice. All students received lists of potential employers and contact persons. The staff followed-up the performance of students after five months on the job to determine program effectiveness.

The project produced a well-defined procedure for capitalizing on all available resources within and outside the school.

TITLE: EXPAND EXISTING PLACEMENT AND FOLLOW-UP IN A SMALL COMMUNITY

PROJECT #: *279-78-III-4*

Kosciusko County

CONTACT: *Richard M. Wysong*
Wawasee Area Vocational Coop.
Box 276
Syracuse, IN 46567
Phone: (219) 457-3147

BUDGET:

Local	*$ 10,929*
St/Fed	*10,000*
Total	*$ 20,929*

DESCRIPTORS: *community schools, dropouts, program improvement, public relations, sex stereotypes, student placement, vocational follow-up*

LEVEL(S): *secondary*

PRODUCTS: *final report*

OBJECTIVES:

Expand existing placement and follow-up in a small community school within the Wawasee Area Vocational Cooperative.

PROCEDURES AND OUTCOMES:

The project staff conducted follow-ups of students who had withdrawn from the area cooperative schools. Counselors were encouraged to assume a greater role in job placement. A public relations program was established to keep business and industry informed of all the cooperative's purposes, services, and shared interests. Classes at the cooperative such as communications, intensive office, and distributive education assisted in the public relations program. The staff developed brochures and other informative literature to inform business and industry of students available for placement. The staff also provided information for both employers and school personnel to help them overcome sex stereotyping of student employees. Visitations to nearby business and industry were arranged and the staff developed a follow-up method to collect employer data and to determine ways to improve curriculum.

The project improved the likelihood of a vocational education student to complete the training for a desired skill and find a rewarding career upon graduation.

TITLE: IMPACTS OF VOCATIONAL EDUCATION RESEARCH AND DEVELOPMENT PRODUCTS IN INDIANA: PLACEMENT AND FOLLOW-UP PROGRAMS

PROJECT #: *63-79-III-4*

Monroe County

CONTACT: *Robert C. Harris*
Indiana University
Smith Research Ctr., Room 126
Bloomington, IN 47405
Phone: (812) 337-8104

BUDGET:

Local	$ *9,209*
St/Fed	*21,823*
Total	$ *31,032*

DESCRIPTORS: *educational assessment, evaluation criteria, job placement, measurement instruments, research projects, vocational development, vocational education, vocational follow-up*

LEVEL(S): *secondary post secondary adult*

PRODUCTS: *final report*

OBJECTIVES:

Identify the ideal job placement and follow-up service.

PROCEDURES AND OUTCOMES:

The project staff reviewed literature and results of current placement and follow-up services and developed criteria to assess their value. Questionnaries were mailed to high schools with vocational programs and to area vocational schools. The project staff also visited schools and contacted area employers. Analysis of data revealed the effectiveness, cost efficiency, managerial performance, and potential impacts of ongoing placement and follow-up services. Upon advice from the advisory committee and other consultants, survey instruments were revised throughout the project.

The project provided a model program to both create and assess placement and follow-up programs.

TITLE: IMPROVING A STUDENT JOB PLACEMENT SERVICE

PROJECT #: *284-78-III-4*

Cass County

CONTACT: *Paul R. Arnold*
Indiana Vocational Technical College
1815 E. Morgan St.
Kokomo, IN 46901
Phone: (317) 459-0561

BUDGET:

Local	$ 5,409
St/Fed	10,000
Total	$ 15,409

DESCRIPTORS: *employment services, student placement, vocational counseling, vocational follow-up*

LEVEL(S): *secondary postsecondary*

PRODUCTS: *final report*

OBJECTIVES:

Implement a student job placement service.

PROCEDURES AND OUTCOMES:

The project staff developed and managed communication among community agencies, businesses, industries, labor, and personnel of secondary and postsecondary training programs. Community and target audiences became aware of career counseling and job placement services. The staff distributed updated master lists of potential employers and IVTC counseling and placement information. The implementation of a follow-up system provided data concerning employee/employer satisfaction and job opportunities, and helped keep vocational training programs current.

The project established a self-sufficient, self-perpetuating system which delivered counseling, training, and placement for a broadly based clientele in the IVTC North Central Region.

TITLE: IMPROVEMENT OF FOLLOW-UP AND PLACEMENT OF VOCATIONAL STUDENTS

PROJECT #: *287-78-III-4*

Washington County

CONTACT: *H. Ross Brown*
South Central Area Vocational School
R. R. 1
Hardinsburg, IN 47125
Phone: (812) 472-3885

BUDGET:

Local	*$ 12,514*
St/Fed	*9,890*
Total	*$ 22,404*

DESCRIPTORS: *area vocational schools, employers, employment services, follow-up studies, job search methods, manpower needs, student placement, vocational follow-up*

LEVEL(S): *postsecondary*

PRODUCTS: *final report*

OBJECTIVES:

Improve placement and follow-up of vocational students at the South Central Area Vocational School.

PROCEDURES AND OUTCOMES:

The project staff gathered information for evaluating course offerings and job placement services. They devised a plan to improve job acquisition skills and to involve advisory committee members and counseling staff in the placement process. The staff compiled an applicant and employer file to provide job contacts for students and to help employers find trained workers. A systematic follow-up procedure was developed and implemented. Evaluation of the program offered valuable information in improving course offerings and job placement services.

The results of the project offered a system of evaluating and improving placement and follow-up of vocational students. The program increased communication and involvement among advisory committees, instructors, school staff, and students and provided positive public relations between the community and participating schools.

TITLE: IMPROVEMENT OF IVTC NORTHWEST PLACEMENT PROGRAM

PROJECT #: *282-78-III-4*

Lake County

CONTACT: *Leo J. Cantelope*
Indiana Vocational Technical College
1440 E. 35th Ave.
Gary, IN 46409
Phone: (219) 981-1111

BUDGET:

Local	*$ 20,633*
St/Fed	*10,000*
Total	*$ 30,633*

DESCRIPTORS: *employment opportunities, manpower development, student placement, vocational counseling*

LEVEL(S): *postsecondary*

PRODUCTS: *final report*

OBJECTIVES:

1. Improve placement services for those leaving IVTC Northwest.
2. Improve visibility of IVTC placement services within the institution and the community.

PROCEDURES AND OUTCOMES:

The project staff increased systematic visits to business and industry. They formed a placement advisory council to receive additional feedback from industry. The placement office improved services offered to IVTC students.

Regular meetings among faculty members, program supervisors, and division heads examined employment opportunities and training programs. The staff worked with counselors and program supervisors to identify potential dropouts and to promote placement of these students. The staff assisted counselors in arranging visitations by area employers to interview students and graduates.

The project improved placement office services to students and graduates. Participants were helped to prepare for, obtain, and retain employment, or to continue their education.

TITLE: IMPROVEMENT OF A JOB PLACEMENT AND FOLLOW-UP SERVICE FOR AREA 37

PROJECT #: *278-78-III-4*

Johnson County

CONTACT: *Richard E. Stoddard*
Central Nine Vocational-Technical School
P. O. Box 403
Greenwood, IN 46142
Phone: (317) 888-4401

BUDGET:

Local	*$ 10,221*
St/Fed	*10,200*
Total	*$ 20,421*

DESCRIPTORS: *employer employee relationship, employment services, follow-up studies, improvement, job search methods, student placement, vocational follow-up*

LEVEL(S): *postsecondary adult employer*

PRODUCTS: *final report*

OBJECTIVES:

Develop and implement year-round placement of students in rewarding occupations commensurate with occupational goals.

PROCEDURES AND OUTCOMES:

The project staff organized an advisory committee on placement. Job procurement materials were improved and placement brochures were revised. The staff conducted seminars for seniors to develop a placement file, and conducted placement seminars in vocational programs. Forms and reports were reviewed and revised to improve communication among students, instructors, placement coordinators, and employers. The staff developed a listing of companies that have used the placement office during the last year. The list included job titles to be filled, addresses, telephone numbers, and contact persons. The listing was disseminated to instruction and placement coordinators who updated the information with more recent business contacts. Project personnel developed and disseminated a weekly job listing for graduates seeking employment. Job placement follow-up reports used employer feedback to check the progress of 1974 graduates and 1978 graduates. Improved materials and techniques helped develop a model for five-year follow-up studies.

The project produced a more efficient and more effective job placement and follow-up service and a model for five-year follow-up studies. Ninety-five percent of the students available for work were placed.

TITLE: JOB PLACEMENT AND FOLLOW-UP FOR REGION 6

PROJECT #: *283-78-III-4*

Delaware County

CONTACT: *Curtis Sanderson*
Indiana Vocational Technical College
4100 Cowan Rd.
Muncie, IN 47302
Phone: (317) 289-2291

BUDGET:

Local	*$ 10,702*
St/Fed	*10,000*
Total	*$ 20,702*

DESCRIPTORS: *employment services, school industry relationship, student placement, vocational follow-up*

LEVEL(S): *postsecondary adult employer*

PRODUCTS: *final report*

OBJECTIVES:

Develop a job placement and follow-up service at the IVTC Region 6.

PROCEDURES AND OUTCOMES:

The project staff established an advisory committee and surveyed local commerce to determine employment needs. Coordination with state employment services and community businesses and schools was established. The staff gathered and organized information on employment needs and opportunities. The staff also developed curriculum materials and conducted intensive placement and follow-up workshops in individual and classroom situations. The staff initiated graduate follow-up and employer follow-up studies during the winter and spring quarters of the project timetable.

The project placed 50% of the graduates in fields of their choice. The data base developed during the project provided IVTC with information that increased the effectiveness of the placement and follow-up service.

TITLE: JOB PLACEMENT FOR THE WALKER CAREER CENTER

PROJECT #: *281-78-III-4*

Marion County

CONTACT: *David C. Geise*
Walker Career Center
9651 E. 21st St.
Indianapolis, IN 46229
Phone: (317) 899-2000

BUDGET:

Local	$
St/Fed	*61,710*
Total	$ *61,710*

DESCRIPTORS: *employment opportunities, employment services, job skills, manpower needs, student placement, student seminars, vocational follow-up*

LEVEL(S): *postsecondary*

PRODUCTS: *final report*

OBJECTIVES:

1. Manage the daily operation of a job placement office for the Walker Career Center.
2. Develop seminars on employability skills.
3. Develop a positive image within the community.

PROCEDURES AND OUTCOMES:

The project staff developed and updated a data file of students needing work and of prospective employers. The staff operated a job placement office Monday through Friday from 7:15 a.m. to 3:15 p.m. when school was in session. Students learned how to become more employable through a series of seminars developed and conducted by the staff. Business contacts in the community kept prospective employers informed of eligible workers and enhanced the image of the Walker Career Center.

The project enabled area employers and employees to form a more productive relationship by placing 80% of qualified graduates in preferred positions. The project also enhanced the image of the Walker Career Center in the community.

TITLE: MAINTAINING A JOB PLACEMENT SERVICE

PROJECT #: *285-78-III-4*

Vigo County

CONTACT: *Carroll G. Shaver*
Indiana Vocational Technical College
R. R. 22, Box 760
Terre Haute, IN 47802
Phone: (812) 299-1121

BUDGET:

Local	$ *20,659*
St/Fed	*10,000*
Total	$ *30,659*

DESCRIPTORS: *employment opportunities, job placement, job satisfaction, student placement, vocational follow-up*

LEVEL(S): *postsecondary adult*

PRODUCTS: *final report*

OBJECTIVES:

1. Maintain placement and follow-up services established under grant #74-77-III-4 for IVTC Terre Haute.
2. Evaluate project.

PROCEDURES AND OUTCOMES:

The project staff gathered and disseminated placement data for 1977 and 1978 graduates. They coordinated a multi-faceted job placement system to assist graduates, enrolled students, and students with particular needs. The geographical area surveyed for job opportunities was expanded to more efficiently place graduates in positions they trained for. These increased opportunities offered more choices to participants and lessened the time span between graduation and work. Currently enrolled students found part-time opportunities greatly increased. The project staff evaluated the placement system to determine its success and to target improvement areas.

The project increased full and part-time job opportunities which allowed graduates to be placed in their field of expertise, shortened the time between graduation and work, and offered more opportunities for enrolled students.

PROGRAM IMPROVEMENT

TITLE: AGRICULTURAL EDUCATION SUMMER APPRENTICE PROGRAM-1978

PROJECT #: *112-78-III-5*

Tippecanoe County

CONTACT: *Gary E. Moore*
Purdue University
Agricultural Education, SCC-G
West Lafayette, IN 47907
Phone: (317) 494-1755

BUDGET:

Local	$
St/Fed	*31,464*
Total	$ *31,464*

DESCRIPTORS: *agricultural education, agricultural skills, apprenticeships, summer programs, vocational agriculture, vocational agriculture teachers*

LEVEL(S): *postsecondary*

PRODUCTS: *final report*

OBJECTIVES:

Provide agriculture students experiences in planning, developing, and operating a vocational agriculture program.

PROCEDURES AND OUTCOMES:

The project staff selected 15 Purdue University students preparing to become vocational agriculture teachers. The students were placed for a 12-week period in a local or area school system to work with a qualified teacher at developing public relations programs. Experiences in production agriculture or vocational horticulture included (1) organizing specialized programs, (2) developing course outlines, (3) preparing teaching and reference materials, (4) preparing facilities for school opening, (5) interpreting vocational agriculture programs to prospective students, (6) directing student agricultural occupation experience programs, (7) supervising school land laboratory activities, and (8) participating in teacher improvement programs.

Students not planning careers in vocational agriculture education gained experience in planning, developing, and operating vocational agriculture programs. They benefited directly from project activities which included (1) working with young and adult farmers in the community, (2) helping direct local, district, and state FFA activities, and (3) sponsoring community activities.

TITLE: BUSINESS, LABOR, INDUSTRY, AND GOVERNMENT WORKSHOP FOR COUNSELORS

PROJECT #: *66-78-III-5*

Wabash County

CONTACT: *E. K. Jones*
Upper Wabash Vocational School
Box 606
Wabash, IN 46992
Phone: (219) 563-7481

BUDGET:

Local	$ *21,572*
St/Fed	*13,078*
Total	$ *34,650*

DESCRIPTORS: *counselor training, employment opportunities, school industry relationship, teacher workshops, vocational counseling, vocational education*

LEVEL(S): *secondary*

PRODUCTS: *final report*

OBJECTIVES:

1. Conduct meetings between high school counselors and representatives of business, industry, labor, and government to discuss employment, training needs, and opportunities.

2. Conduct field trips to local business, industry, labor, and government to familiarize students with work situations and potential employers.

PROCEDURES AND OUTCOMES:

The project staff brought together high school counselors and representatives of business, labor, industry, and government for a series of 12 meetings. The meetings provided insight into the problems the groups face. Vocational programs were discussed as well as present and projected employment opportunities. The staff arranged over three dozen field trips to local business, industry, labor, and government organizations to provide students the opportunity to judge work situations and to meet potential employers.

The project increased awareness and communication among educators and employers to help students learn the necessary skills to become happy and productive workers.

TITLE: A COMPREHENSIVE GUIDANCE/ COUNSELING PROGRAM FOR AREA 26

PROJECT #: 74-79-III-4

Madison County

CONTACT: David Middleton
Anderson Area Vocational School
325 W. 38th St.
Anderson, IN 46014
Phone: (317) 649-5511

BUDGET:

Local	$ 1,600
St/Fed	14,400
Total	$16,000

DESCRIPTORS: career awareness, guidance counseling, guidance programs, inservice education, program improvement, student recruitment

LEVEL(S): secondary

PRODUCTS: final report

OBJECTIVES:

Develop and improve basic counseling and guidance concepts between the Anderson Area Vocational School and the Anderson community sending schools.

PROCEDURES AND OUTCOMES:

The sending schools furnished counselor/guidance personnel who participated with the project staff in planning project goals. Needs of local industry were examined during field trips and consultation with employer representatives. The project staff developed media and materials to supply each school with information kits explaining local employment needs and more effective individual education.

The staff provided inservice training of counselor/guidance personnel in areas of basic counseling and guidance concepts, student recruiting procedures, and awareness of skill training opportunities at the Anderson Area Vocational School.

The project coordinated guidance program efforts which increased student awareness of skill training opportunities.

TITLE: COMPREHENSIVE VOCATIONAL GUIDANCE AND COUNSELING PROJECT

PROJECT #: 75-79-III-4

Allen County

CONTACT: David D. Platt
Fort Wayne Comm. Schools
1200 S. Barr St.
Fort Wayne, IN 46802
Phone: (219) 743-0183

BUDGET:

Local	$
St/Fed	14,218
Total	$ 14,218

DESCRIPTORS: area vocational schools, career awareness, comprehensive programs, guidance programs, interest tests, occupational clusters, occupational guidance, school community relationship

LEVEL(S): secondary

PRODUCTS: final report

OBJECTIVES:

Develop and implement a comprehensive vocational guidance and counseling program for senior high schools.

PROCEDURES AND OUTCOMES:

The project staff organized an advisory committee representative of communities served. Vocational counselors in area high schools consulted staff and students of the regional vocational schools and learned of counseling and guidance activities. These counselors received inservice instruction on counseling procedures and learned variations in program career clusters at each regional vocational school. The project staff presented prospective vocational school enrollees application forms that indicated vocational and career choice. Vocational interest sorting instruments were used and students received experience in a work skills laboratory. Orientation experiences increased students' awareness of educational opportunities and efforts were made to reduce sex bias in career choices. Plans for refinement of the counseling methods were implemented. The staff began development of a post-vocational placement service by establishing communication among institutional, private, and public employment agencies. Computerized data processing improved follow-up. In-house newsletters, monthly meetings of participants, and quarterly reports to the State Board of Vocational and Technical Education provided systematic dissemination of project results and findings.

The project produced a more effective system of counseling, training, and placing vocational students.

TITLE: A COMPUTER BASED COMPREHENSIVE VOCATIONAL/CAREER GUIDANCE PROGRAM DESIGN

PROJECT #: 73-79-III-4

Shelby County

CONTACT: *J. D. Miller*
Blue River Vocational Technical Center
789 St. Joseph St.
Shelbyville, IN 46176
Phone: (317) 392-4191

BUDGET:

Local	$ *3,230*
St/Fed	*12,190*
Total	$ *15,420*

LEVEL(S): *secondary*

DESCRIPTORS: *computer programs, data collection, guidance programs, handicapped students, job search methods, resource centers, student placement, vocational follow-up*

PRODUCTS: *final report*

OBJECTIVES:

Develop a comprehensive counseling, training, and placement program by use of computer analysis of existing programs.

PROCEDURES AND OUTCOMES:

The project staff used the System for Implementing Review and Follow-up (SIRF) to collect data for computer analysis. The Blue River Vocational Technical Center (BRVTC) and its various feeder schools were studied to determine the most effective recruitment and selection procedures as well as the best training, placement, and follow-up programs. The staff gathered information on program communications between area schools and studied vocational training methods of disadvantaged and handicapped students. The information was compiled in a data bank and was used to design a one-year and five-year plan for uniform recruitment and selection procedures, placement and follow-up methods, career counseling techniques, and disadvantaged and handicapped vocational training.

The project provided standard procedures for student recruitment, training, and placement and follow-up as well as program design and development at BRVTC and the area feeder schools.

TITLE: CONTINUATION OF IVTC COLLEGE-WIDE CURRICULA RESTRUCTURE: PHASE III

PROJECT #: 77-79-III-3

Marion County

CONTACT: J. William Ullery
Indiana Vocational Technical College
P. O. Box 1763
Indianapolis, IN 46206
Phone: (317) 297-3210

BUDGET:

Local	$ 16,384
St/Fed	35,000
Total	$ 51,384

DESCRIPTORS: college curriculum, curriculum development, educationally disadvantaged, minority groups, performance based education, sex discrimination

LEVEL(S): postsecondary
adult

PRODUCTS: final report

OBJECTIVES:

Initiate and complete Phase III of restructuring IVTC college-wide curricula to increase accessibility of courses to part-time students and working parents.

PROCEDURES AND OUTCOMES:

The project staff initiated and completed Phase III of this program. Tasks for restructuring curricula included basic documentation of all courses and refinement of programs, career options, and short-term training opportunities. The project staff also developed performance based criteria and measurement instruments for all courses which facilitated the development of a competency based curriculum.

The project produced flexible performance based curriculum and precisely stated performance criteria to help colleges extend services to minorities and reduce sex bias in the classroom.

TITLE: CURRENT VOCATIONAL EDUCATION STUDENT RECRUITMENT AND SELECTION PRACTICES IN INDIANA

PROJECT #: *71-78-III-4*

Monroe County

CONTACT: *James A. Pershing*
Indiana University
Smith Research Ctr., Room 126
Bloomington, IN 47405
Phone: (812) 337-8104

BUDGET:

Local	*$ 10,220*
St/Fed	*34,439*
Total	*$ 44,659*

DESCRIPTORS: *admission criteria, competitive selection, student recruitment, vocational education, vocational schools*

LEVEL(S): *postsecondary*

PRODUCTS: *final report*

OBJECTIVES:

1. Learn how vocational education students in Indiana and selected states are recruited and placed in vocational programs.

2. Write and publish a handbook describing a model for recruitment of students for vocational education programs.

PROCEDURES AND OUTCOMES:

The project staff reviewed related professional literature and gathered information through mail-outs and interviews. From this information, a survey was designed and administered to all public schools in Indiana with vocational programs. The staff analyzed the results of the survey and prepared a report that summarized the nature and extent of vocational education recruitment and selection practices. They designed, developed, and circulated a recruitment and selection model that outlined the implementation of such a system.

With this program model, vocational educators acquired the information to design special strategies of recruitment and selection of vocational education students.

TITLE: THE DEVELOPMENT AND OPERATION OF THE SBVTE PROGRAM EVALUATION SECONDARY AND POSTSECONDARY SYSTEMS DURING THE 1979-80 SCHOOL YEAR

PROJECT #: *238-79-III-2*

Montgomery County

CONTACT: *Fred B. Gannon*
New Educational Directions, Inc.
P. O. Box 307
Crawfordsville, IN 47933
Phone: (317) 362-8877

BUDGET:

Local	*$105,803*
St/Fed	*144,197*
Total	*$250,000*

DESCRIPTORS: *postsecondary education, program evaluation, secondary education, vocational education*

LEVEL(S): *secondary postsecondary*

PRODUCTS: *final report*

OBJECTIVES:

Refine and operate evaluation systems to improve vocational and technical education in Indiana.

PROCEDURES AND OUTCOMES:

The project staff worked with the coordinator of evaluation at the State Board of Vocational and Technical Education (SBVTE) to contact eligible recipients of year-round evaluations. Up to 70 institutions were evaluated in the time period covered by this project. Evaluation services fell into four general groupings: self-study related, visiting team related, system evaluation and revision, and system related support services.

Recipients completed self-study materials and checklists and returned them to the staff six weeks before the scheduled evaluation team visit. The visiting teams, reviewed by the SBVTE, evaluated the institutions and provided a written report to the SBVTE. Compiled data included interviews with self-study teams and visiting teams for the purpose of verifying evaluation procedures. The SBVTE acted on needs outlined in the evaluation reports and the project staff provided support services such as materials and financial reimbursement to evaluators.

The project improved vocational and technical education in Indiana by way of evaluation. The project also continued to refine and operate evaluation systems as an SBVTE agent.

TITLE: DEVELOPMENTAL MODEL TO REDUCE SEX STEREOTYPING/BIAS IN VOCATIONAL EDUCATION

PROJECT #: 225-78-III-6

Monroe County

CONTACT: Doris B. Adomatis
Indiana University
214 Wylie Hall, Rm. 214
Bloomington, IN 47405
Phone: (812) 337-9470

BUDGET:

Local	$ 15,764
St/Fed	25,000
Total	$ 40,764

DESCRIPTORS: educational materials, models, sex differences, sex discrimination, sex fairness, sex stereotypes, vocational counseling, vocational education

LEVEL(S): secondary postsecondary adult

PRODUCTS: final report

OBJECTIVES:

Develop a model to help identify and reduce sex stereotyping in programs, materials, and individuals in vocational education.

PROCEDURES AND OUTCOMES:

The project director selected an advisory committee to offer consultation and serve as contact persons for business and community organizations. The project staff reviewed literature of previous programs that identify outward signs of sex bias in teachers, programs, and curriculum. Questionnaires, checklists, and interviews were used to identify sex bias attitudes in administrators and teachers. The staff conducted inservice activities to identify and correct problems in recruiting, counseling, teaching, and placement of students. Similiar research identified sex bias in vocational curriculum and programs. The staff developed methods and tools for the selection of unbiased materials.

The project responded to a federal mandate to remove sexism from education. The resulting model provided educators a means of identifying and eliminating sex bias from vocational education in Indiana.

TITLE: ELKHART VOCATIONAL GUIDANCE INSTITUTE

PROJECT #: 65-78-III-4

Elkhart County

CONTACT: *Richard P. Morrison*
Elkhart Area Career Center
2424 California Rd.
Elkhart, IN 46514
Phone: (219) 295-4788

BUDGET:

Local	$ 4,078
St/Fed	7,200
Total	$ 11,278

DESCRIPTORS: *counselors, employment opportunities, guidance programs, school industry relationship, vocational counseling*

LEVEL(S): *secondary postsecondary adult*

PRODUCTS: *final report*

OBJECTIVES:

Enable school counselors to provide better vocational counseling services at the Elkhart Vocational Guidance Institute.

PROCEDURES AND OUTCOMES:

The project staff arranged meetings between counselors and community resource persons to help counselors identify and evaluate resources and opportunities available to students. Seminars at the career center were organized for employers in the area to familiarize them with vocational programs. Counselors became aware of opportunities for students and the training required. The staff organized panel discussions which enabled counselors to interact with agencies engaged in training and employment activities in the community. The staff and the participants developed and disseminated a community resource guide to improve services for students.

The project enabled counseling and guidance personnel to become fully informed of the increased job opportunities and training facilities in the vocational and technical field.

TITLE: EVALUATION OF VOCATIONAL-TECHNICAL EDUCATION--PHASE III, JOB 2

PROJECT #: 46-78-III-2

Montgomery County

CONTACT: Fred B. Gannon
New Educational Directions, Inc.
P. O. Box 307
Crawfordsville, IN 47933
Phone: (317) 362-8877

BUDGET:

Local	$
St/Fed	43,946
Total	$ 43,946

DESCRIPTORS: evaluation methods, postsecondary education, program administration, program evaluation, secondary education, vocational education

LEVEL(S): secondary
postsecondary

PRODUCTS: final report

OBJECTIVES:

1. Manage logistical and fiscal aspects of the evaluation of vocational and technical education in secondary and postsecondary levels.

2. Assist State Board of Vocational and Technical Education (SBVTE) Coordinator of Evaluation.

PROCEDURES AND OUTCOMES:

The project staff reminded local education agencies of what would be expected during on-site visits of evaluators. The staff secured accommodations for the evaluation team and kept accurate records of expenses. Existing team lists and team leader lists were expanded and the staff planned team leader programs, self-studies, and evaluation visits. Reports that analyzed the program's value and cost were submitted to the SBVTE. The staff revised the system upon recommendations from the SBVTE and made plans for the following year.

The project produced an efficient, cost-effective evaluation system useful in improving secondary and postsecondary vocational and technical education.

TITLE: EVALUATION OF VOCATIONAL-TECHNICAL EDUCATION--PHASE III, JOB 3

PROJECT #: 47-78-III-2

Montgomery County

CONTACT: *Fred B. Gannon*
New Educational Directions, Inc.
P. O. Box 307
Crawfordsville, IN 47933
Phone: (318) 362-8877

BUDGET:

Local	$
St/Fed	*49,126*
Total	$ *49,126*

DESCRIPTORS: *money management, program evaluation, vocational evaluation*

LEVEL(S): *secondary postsecondary*

PRODUCTS: *final report*

OBJECTIVES:

Act as fiscal agent without fee for the Evaluation of Vocational-Technical Education, Phase III, Job 3.

PROCEDURES AND OUTCOMES:

The project was operated by New Educational Directions, (NED) Inc. The NED staff requested State Board of Vocational and Technical Education (SBVTE) funds for paying the honoraria, travel, and subsistence expenses of evaluation team leaders, trainers, and members implementing the SBVTE Instructional Program Assessment Service. NED's fiscal officer also requested funds for non-NED and non-SBVTE staff involved in the project. Twenty-five institutional assessments were made and all reimbursements complied with SBVTE guidelines.

The project provided fiscal management for the mandated evaluation system for vocational-technical education in Indiana.

TITLE: EXPANDING UTILIZATION OF COMMUNITY RESOURCES FOR VOCATIONAL STUDENTS: A MULTI-FACETED APPROACH

PROJECT #: 63-78-III-4

Monroe County

CONTACT: Lloyd Brown
Monroe County Community School Corp.
315 North Dr.
Bloomington, IN 47401
Phone: (812) 336-6831

BUDGET:

Local	$ 6,063
St/Fed	4,858
Total	$ 10,921

DESCRIPTORS: community resources, directories, employment opportunities, inservice teacher education, school industry relationship, vocational counseling

LEVEL(S): secondary

PRODUCTS: final report

OBJECTIVES:

1. Expand the use of community resources for vocational students.
2. Supplement inservice training in business and industry for middle school and high school counselors.

PROCEDURES AND OUTCOMES:

The project staff surveyed area businesses to develop a community resource directory which listed organizations by occupational cluster and positions offered. The directory was distributed to vocational instructors, middle school practical arts instructors, secondary special education teachers, and secondary counselors. The staff devised a telephone system for classroom situations which allowed students to phone members of area business, labor, industry, and government to discuss job information and other matters confronting students in pursuit of a career. Three area businesses participated in an inservice training program for secondary counselors. The project staff designed the program around plant tours, interviews with employees and management, and "hands on" work experience. Counselors became more familiar with area business needs.

The project initiated multi-faceted development of community resources in vocational education. Educators received accurate, timely community resource data and counselors received firsthand experience in the business community.

TITLE: IDENTIFICATION OF NEW AND EMERGING OCCUPATIONS IN INDIANA

PROJECT #: 90-78-III-5

Montgomery County

CONTACT: Fred B. Gannon
New Educational Directions, Inc.
P. O. Box 307
Crawfordsville, IN 47933
Phone: (317) 362-8877

BUDGET:

Local	$
St/Fed	1,000
Total	$ 1,000

DESCRIPTORS: manpower needs, statewide planning, vocational education

LEVEL(S): secondary postsecondary adult

PRODUCTS: final report

OBJECTIVES:

Identify changing needs for vocational programs due to new and emerging occupations.

PROCEDURES AND OUTCOMES:

The project staff of New Educational Directors,(NED) Inc. conducted surveys of businesses that employ at least 5,000 people. The statewide survey yielded data for each program area with concentration in the technical and industrial areas, where more programs were offered. During the telephone interviews, NED asked what new job titles had been added in the past two years and if any new function or work objectives had been added to existing job titles. The training required for each new job title was also requested. The resulting list of job titles was divided into two groups: those that appear in the *Dictionary of Occupational Titles* and those that do not. The latter list was the criterion NED used in the operational definition of new and emerging occupations. A report of this information was forwarded to the State Board of Vocational and Technical Education along with a model of a more in-depth survey.

The project provided data of job market demands so that vocational educators can adjust training programs accordingly.

TITLE: INSERVICE ACTIVITIES FOR MARKETING AND DISTRIBUTIVE EDUCATION

PROJECT #: *261-79-III-5*

Delaware County

CONTACT: *Rodney E. Davis*
Ball State University
College of Business
Muncie, IN 47306
Phone: (317) 285-6307

BUDGET:

Local	$
St/Fed	*6,172*
Total	$ *6,172*

DESCRIPTORS: *articulation (program), distributive education, educational coordination, inservice education, marketing*

LEVEL(S): *secondary postsecondary*

PRODUCTS: *final report*

OBJECTIVES:

Conduct a series of workshops to coordinate inservice training of teachers, administrators, and ancillary personnel of marketing and distributive education (DE).

PROCEDURES AND OUTCOMES:

The project staff conducted workshops at four locations throughout the state for marketing and DE teachers, administrators, and ancillary personnel. The workshops served to disseminate and explain the *Three-Year Distributive Education Competency Based Curriculum Models by Occupational Clusters*. The workshops improved articulation of secondary and postsecondary curriculum content in marketing and DE programs. The staff also conducted a two-day workshop for new and experienced teachers to dispense and discuss learning activity packets for marketing and DE programs. This instruction and material eventually helped students learn at their own pace in individual or group situations. Finally, the staff organized a two-day workshop to provide assistance in implementing methods and products for marketing and DE programs. All marketing and DE teachers, administrators, ancillary personnel, and chairpersons of local DE advisory committees attended. Consultants offered expertise in areas of mainstreaming special needs students, use of local advisory committees, and use of instructional materials for marketing activities. All phases of the project utilized methods to assure sex equity.

The project produced methods and materials to enhance instruction in vocational marketing and DE.

TITLE: INSERVICE PROGRAM FOR COUNSELOR RENEWAL AND GUIDANCE PROGRAM DEVELOPMENT

PROJECT #: *292-78-III-5*
Tippecanoe County

CONTACT: *Allen E. Segrist*
Department of Education
Purdue University
West Lafayette, IN 47907
Phone: (317) 749-2278

BUDGET:

Local	*$ 1,000*
St/Fed	*10,000*
Total	*$ 11,000*

DESCRIPTORS: *cooperative education, counseling instructional programs, counselor training, inservice education, occupational guidance, vocational counseling*

LEVEL(S): *secondary postsecondary adult*

PRODUCTS: *final report*

OBJECTIVES:

1. Plan and conduct an inservice workshop that emphasizes comprehensive vocational guidance and counseling and utilizes a process of professional renewal.
2. Complete a program model.
3. Generate and disseminate an annual report of project activities and findings.

PROCEDURES AND OUTCOMES:

The project staff publicized the inservice workshop and contacted specific guidance and counseling personnel. Four one-day planning sessions were conducted with site coordinators. The staff conducted the meetings and presented a comprehensive vocational guidance and counseling program model. Participants and staff reviewed the model and generated an annual report of activities, needs, and priorities to be distributed to school administrators. Newsletters, memos, and newspaper articles were also generated by the staff to inform educators about the value of the program. A report of participation and commitment to professional renewal was also compiled and dissiminated. The staff and participants generated new ideas of guidance program planning for one year and five years.

The project emphasized the responsibility of education professionals to inservice commitment and renewal. The project provided participants with a comprehensive vocational counseling and guidance program for their schools.

TITLE: KOKOMO AREA VOCATIONAL SCHOOL CAREER EDUCATION AND VOCATIONAL GUIDANCE PROJECT

PROJECT #: 72-79-III-4

Howard County

CONTACT: Roberta Wehmeier
Kokomo-Center Township Consolidated School Corp.
100 N. Lincoln Rd.
Kokomo, IN 46901
Phone: (317) 453-5400

BUDGET:

Local	$ 2,300
St/Fed	16,000
Total	$ 18,300

DESCRIPTORS: area vocational schools, career awareness, career education, counselors, freshmen, handicapped students, occupational guidance, student recruitment

LEVEL(S): secondary

PRODUCTS: final report

OBJECTIVES:

Disseminate information about the Kokomo Area Vocational School to involve area counselors in providing better services to young people in the community.

PROCEDURES AND OUTCOMES:

The project staff included an area vocational counselor responsible for vocational counseling, conducting surveys, and developing materials. The staff surveyed local business to provide more accurate information to students concerning available jobs and qualifications. Current vocational curriculum was updated for relevance with directional input from a general advisory committee. The staff developed and implemented a career guidance program aimed at freshman-level students. A one-day career shadowing program was publicized by fliers distributed to students, faculty, administrators, and community organizations. The staff also developed presentations for individuals and groups. Recruiting and placement systems were organized and implemented in all seven participating schools and the advisory committee met monthly to monitor progress.

The project offered students career information and placement services. Improved materials, programs, and awareness of the Kokomo Area Vocational School provided much closer ties among the feeder schools.

TITLE: LOCAL IMPLEMENTATION OF A PERFORMANCE BASED CURRICULUM

PROJECT #: *61-79-III-3*

Henry County

CONTACT: *Bever[illegible] Hankenhoff*
New Castle Co[illegible]y School Corp.
522 Ellio[illegible]
New Cast[illegible]7362
Phone: [illegible]-8434

BUDGET:

Local	*$ 16,248*
St/Fed	*49,200*
Total	*$ 65,448*

DESCRIPTORS: *articulation (program), curriculum development, inservice education, postsecondary education, program planning, secondary education*

LEVEL(S): *secondary postsecondary*

PRODUCTS: *final report*

OBJECTIVES:

1. Implement inservice training on how to develop performance based programs using available V-TECS catalogs.
2. Develop performance based curriculum.
3. Develop and implement an articulation plan for performance based curriculum between secondary and postsecondary levels.

PROCEDURES AND OUTCOMES:

The project staff conducted inservice orientation and training programs to show teachers how to use V-TECS catalogs to develop performance based programs. Secondary and postsecondary instructors jointly developed performance based curriculum for both regular and disadvantaged students. Vocational instructors prepared curriculum of the field tested articulation plan between secondary and postsecondary levels. The project staff continued performance based curriculum development by researching and preparing a local job title matrix, selecting job titles for curriculum development, and validating tasks for selected job titles and selected core tasks. All 12 New Castle Area Vocational School program areas participated in this phase of the project.

The project developed and improved both staff and curriculum for performance based vocational education at the New Castle Area Vocational School Regions 6 and 8.

TITLE: AN OPERATIONAL DEFINITION OF VOCATIONAL COUNSELING IN INDIANA AND INSTRUMENTATION

PROJECT #: *114-78-III-14*

Montgomery County

CONTACT: *Fred B. Gannon*
New Educational Directions, Inc.
P. O. Box 307
Crawfordsville, IN 47933
Phone: (317) 362-8877

BUDGET:

Local	$ 2,916
St/Fed	36,459
Total	$ 39,375

DESCRIPTORS: *instrumentation, self evaluation, vocational counseling*

LEVEL(S): *secondary*

PRODUCTS: *final report*

OBJECTIVES:

1. Obtain an operational definition of vocational education counseling as it is presently practiced in Indiana's secondary schools.
2. Establish an ideal vocational education counseling program for Indiana in 1982.
3. Develop a growth potential profile based on current practices and the 1982 ideal.

PROCEDURES AND OUTCOMES:

The project staff obtained an operational definition of current practices by gathering data and classifying activities. The staff assembled a panel of vocational education specialists to determine a 1982 ideal using the Goal Determination Clarification Process. A growth potential profile was developed to indicate areas of vocational counseling requiring improvement before 1982. The staff assembled and the panel approved a criterion based self-administered instrument for use by vocational counselors to assess movement towards the 1982 ideal.

This program offers Indiana's vocational guidance and counseling personnel valuable and unique tools for decision-making and planning.

TITLE: PEER COUNSELOR TRAINING IN A VOCATIONAL-TECHNICAL CENTER

PROJECT #: *67-78-III-4*

Shelby County

CONTACT: *J. D. Miller*
Blue River Vocational Technical Center
789 St. Joseph St.
Shelbyville, IN 46176
Phone: (317) 392-4191

BUDGET:

Local	$ *600*
St/Fed	*10,000*
Total	$ *10,600*

DESCRIPTORS: *communication skills, decision making skills, peer counseling, problem solving, secondary education, vocational counseling, work experience programs*

LEVEL(S): *secondary*

PRODUCTS: *final report*

OBJECTIVES:

1. Select and train students to serve as peer counselors.
2. Provide linkages and work experiences for peer counselors with business, labor, industry, and government.

PROCEDURES AND OUTCOMES:

The project staff screened and selected peer counselors from students nominated by the faculty and the student body and from students who volunteered for the project. The selected peer counselors underwent intensive training in communication, decision-making, job seeking, and leadership skills. The staff placed the peer counselors in various job settings to assure their experience in at least one work area of business, labor, industry, or government. The staff also arranged visitations for area employers to establish employment information linkages with the peer counselors.

The project trained students as counselors in an innovative approach to bridge communication gaps in the present job placement system. The project also provided employment and career training for students trained to become peer counselors.

TITLE: PUTNAM COUNTY HIGH SCHOOL VOCATIONAL EDUCATION PLANNING DISTRICT 30

PROJECT #: *204-78-III-2*

Putnam County

CONTACT: *David C. Archer*
Putnam County Area Vocational Dist.
R. R. 2, Box 58A
Greencastle, IN 46135
Phone: (317) 653-3515

BUDGET:

Local	*$ 11,043*
St/Fed	*20,000*
Total	*$ 31,043*

DESCRIPTORS: *curriculum development, demonstration programs, educational planning, models, school districts, vocational development, vocational directors, vocational education*

LEVEL(S): *secondary*

PRODUCTS: *final report*

OBJECTIVES:

Develop a model of district planning for vocational education in District 30.

PROCEDURES AND OUTCOMES:

The project staff helped establish advisory committees which reviewed the progress and the findings of the project. Numerous schools representing all education levels were surveyed for information on vocational programs, teaching methods, and fiscal expenditures. The staff also gathered information on employment needs of area business and industry. The information was thoroughly analyzed and the staff made recommendations in areas of curriculum improvement, personnel development, program implementation, student selection, inter-school cooperation, and effective use of financial resources. These recommendations influenced the implementation of inservice workshops for teachers and youth and adult training activities.

The project promoted and improved vocational education throughout the district and provided a model for the implementation, maintenance, and improvement of vocational education at all levels.

TITLE: SOUTHWESTERN INDIANA VOCATIONAL GUIDANCE AND COUNSELING COOPERATIVE

PROJECT #: *76-79-III-4*

Vanderburgh County

CONTACT: *Guy Andress*
Indiana Vocational Technical College
3501 First Ave.
Evansville, IN 47710
Phone: (812) 426-2865

BUDGET:

Local	*$ 1,600*
St/Fed	*16,000*
Total	*$17,600*

DESCRIPTORS: *comprehensive programs, cooperative programs, educationally disadvantaged, guidance counseling, guidance programs, information dissemination, interinstitutional cooperation, minority groups*

LEVEL(S): *secondary*

PRODUCTS: *final report*

OBJECTIVES:

Develop a model comprehensive vocational guidance and counseling cooperative program.

PROCEDURES AND OUTCOMES:

The project staff identified education agencies that could benefit from cooperation in vocational guidance and counseling. Appropriate agencies wishing to participate in the project pooled efforts to create a model comprehensive vocational guidance and counseling program. Under State Board of Vocational and Technical Education supervision, the project staff developed a model information management system for coordination and planning among participating agencies. The staff analyzed the impact these programs would have on the systems and institutions involved and offered the revised models with implementation plans to other education agencies for possible development of a statewide plan.

The project defined services of vocational guidance and counseling and provided a model cooperative vocational guidance and counseling system with individually orientated implementation plans.

TITLE: TRAVEL FOR TEACHERS ATTENDING INSERVICE WORKSHOPS

PROJECT #: 62-79-V

Monroe County

CONTACT: *Margil Vanderhoff*
Indiana University
215 Wylie Hall
Bloomington, IN 47405
Phone: (812) 337-4627

BUDGET:

Local	$
St/Fed	*3,000*
Total	$ *3,000*

DESCRIPTORS: *data collection, inservice teacher education, travel, workshops*

LEVEL(S): *secondary postsecondary*

PRODUCTS: *final report*

OBJECTIVES:

Reimburse traveling expenses for participants of a consumer and homemaking inservice workshop.

PROCEDURES AND OUTCOMES:

The project staff provided Indiana University non-employee travel forms at each inservice workshop and gathered the necessary information. The forms were forwarded to the Indiana University Accounting Department which sent checks directly to participants. The project staff kept accurate records and prepared a final report.

The project supplemented the "Inservice Program for Consumer and Homemaking Education Teacher" project by providing financial assistance to participants.

TITLE: VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT FOR MEETING SPECIAL VOCATIONAL NEEDS: PHASE II

PROJECT #: 96-79-III-5

Tippecanoe County

CONTACT: *Nancy E. Pollard*
Purdue University
South Campus Courts-E
West Lafayette, IN 47907
Phone: (317) 494-8161

BUDGET:

Local	$
St/Fed	*11,391*
Total	$ *11,391*

DESCRIPTORS: *educational needs, educationally disadvantaged, handicapped students, program planning, statewide planning, teaching techniques, vocational education*

LEVEL(S): *secondary*

PRODUCTS: *final report*

OBJECTIVES:

1. Organize and conduct a forum for participants of a previous special needs workshop so that they can implement approaches to plan, operate, and evaluate local vocational special education programs.
2. Follow-up and evaluate action plans.
3. Provide input to the State Plan for Vocational Education.

PROCEDURES AND OUTCOMES:

The project staff conducted a one-day inservice workshop for administrators and directors of secondary schools and representatives of IVTC institutions. Participants evaluated existing special needs programs and developed plans to implement more effective vocational special education strategies. At various intervals after the workshops, the staff followed-up the development and revision of action plans. The staff prepared written evaluations and conducted a meeting for participants at the Indiana Vocational Association conference during which a final project report was readied. The final report offered input to the State Plan for Vocational Education.

The project revised guidelines and implementation of vocational education programs for special needs students. A final report evaluated the effort and offered recommendations for future activities.

TITLE: V-TECS CURRICULUM INTERPRETATION FOR VOCATIONAL DECISION MAKING GUIDANCE TEAMS

PROJECT #: 70-78-III-4

Elkhart County

CONTACT: Richard P. Morrison
Elkhart Area Career Center
2424 California Rd.
Elkhart, IN 46514
Phone: (219) 295-4788

BUDGET:

Local	$
St/Fed	15,000
Total	$ 15,000

DESCRIPTORS: audiovisual aids, curriculum development, instructional materials, performance criteria, teacher workshops, teaching procedures

LEVEL(S): postsecondary

PRODUCTS: final report

OBJECTIVES:

1. Plan and conduct a two-part workshop to explain and demonstrate the V-TECS system to 18 teams of vocational decision makers from participating schools.

2. Prepare multimedia materials for the workshop which explain the V-TECS concept and illustrate procedures for integrating V-TECS into specific courses.

PROCEDURES AND OUTCOMES:

The project staff planned an intensive two-part workshop. They hired a full-time vocational counselor to design multimedia materials that explain procedures of the V-TECS system. The workshop focused on the design of the V-TECS system. The intent of the workshop was to stimulate curriculum development and combine research with an established program. Eighteen teams of vocational decision makers from cooperating schools participated in the workshop.

The curriculum of any educational program is its most important element. The products of the V-TECS system improved the relevance of vocational education programs.

REGIONAL COMMUNICATION

TITLE: AREA 10 VOCATIONAL PROGRAM EXPANSION

PROJECT #: 97-79-III-2

White County

CONTACT: John MacOwan
Area 10 Vocational Coop.
565 S. Main St.
Monticello, IN 47960
Phone: (219) 583-9639

BUDGET:

Local	$ 16,500
St/Fed	16,500
Total	$ 33,000

DESCRIPTORS: area vocational schools, educationally disadvantaged, handicapped students, high school students, interinstitutional cooperation, program evaluation, vocational development

LEVEL(S): secondary

PRODUCTS: final report

OBJECTIVES:

Develop an overall plan of cooperation in vocational course offerings at the Area 10 Vocational Cooperative.

PROCEDURES AND OUTCOMES:

The project staff reviewed findings of previously conducted student interest surveys. From this information, the staff plotted current enrollments in all vocational programs. Input from teachers and administrators from each participating school corporation focused on vocational offerings. A sequential list of vocational courses offered in each school corporation was developed by the staff with help from the project advisory committee. The staff arranged a system of student and teacher exchange among participating schools.

The project combined efforts in vocational course offerings and provided direction for the future of vocational programming in Area 10.

TITLE: DEVELOPMENT OF A REGIONAL COMMUNICATION SYSTEM FOR IMPROVEMENT AND EXPANSION OF VOCATIONAL EDUCATION

PROJECT #: 251-79-III-1

Howard County

CONTACT: Paul R. Arnold
Indiana Vocational Technical College
1815 E. Morgan St.
Kokomo, IN 46901
Phone: (317) 459-0561

BUDGET:

Local	$
St/Fed	500
Total	$ 500

DESCRIPTORS: educational improvement, interschool communication, postsecondary education, secondary education

LEVEL(S): secondary postsecondary adult

PRODUCTS: final report

OBJECTIVES:

Continue the development of a local communication system among secondary, postsecondary, and CETA representatives to improve and expand vocational education in Economic Development Region V.

PROCEDURES AND OUTCOMES:

In previous Economic Development Region V activities, vocational education groups had been generating a regional communication unit in accordance with the state system. Results of these activities were evident in program development, overall management activities, and shared facilities. The project staff helped continue these activities and developed an inventory-classification tool allowing maximum effectiveness of the region's limited resources and staff. A one-day conference was organized for administrators and advisor/counselors from education institutions in Region V. Representatives from CETA and the Indiana Employment Security Division, as well as community leaders and concerned citizens also attended. The project staff produced a program matrix and a listing of available programs. The materials were used for public information, student advertisement, and institutional planning as the basis for future regional communications.

The project provided the necessary financial support to continue a regional communication system among vocational education agencies.

TITLE: CONTINUING REGION III's COMMUNICATIONS SYSTEM FOR VOCATIONAL/TECHNICAL EDUCATION

PROJECT #: *249-79-III-1*

Allen County

CONTACT: *F. Lee Bushong*
Indiana Univ.-Purdue Univ./Fort Wayne
2101 Coliseum Blvd., East
Fort Wayne, IN 46805
Phone: (219) 482-5233

BUDGET:

Local	$
St/Fed	*500*
Total	$ *500*

DESCRIPTORS: *interschool communication, technical education, vocational education*

LEVEL(S): *elementary adult secondary postsecondary*

PRODUCTS: *final report*

OBJECTIVES:

Continue Region III communication system for vocational and technical education.

PROCEDURES AND OUTCOMES:

The project staff used mail-outs and telephone calls to organize quarterly meetings among personnel of public and private schools and other organizations interested in vocational education. Planning groups met before each meeting to arrange agenda. Topics centered on communications, job seeking, job improvement, and manpower needs. Minutes of the quarterly meetings and a brief final report on expanded communication efforts was submitted to the State Board of Vocational and Technical Education Coordinator for State and Regional Planning.

The project improved and expanded communication among vocational educators and potential employers which will increase educational opportunities and job prospects for vocational education students.

TITLE: RFP #123 DEVELOPMENT OF A LOCAL COMMUNICATION SYSTEM

PROJECT #: *250-79-III-1*

Tippecanoe County

CONTACT: *Thomas E. Reckerd*
Indiana Vocational Technical College
616 Wabash Ave.
Lafayette, IN 47905
Phone: (317) 423-1533

BUDGET:

Local	$
St/Fed	*500*
Total	$ *500*

DESCRIPTORS: *communications, postsecondary education, regional cooperation, secondary education, vocational education*

LEVEL(S): *secondary postsecondary adult*

PRODUCTS: *final report*

OBJECTIVES:

Continue to develop a vocational education communication system among secondary, postsecondary, and CETA representatives in Economic Development Region IV.

PROCEDURES AND OUTCOMES:

Economic Development Regions IV and VII previously cooperated in creating guidelines and goals for regional communications. This project continued these activities in Region IV making best use of limited resources. The project staff organized and administered a one-day conference for 32 participants representing postsecondary institutions, area vocational programs, CETA, and the Indiana Employment Security Division within Region IV. The staff assembled and published a program matrix and a listing of programs available throughout the region. The material served to inform the public, to attract students, and to plan future regional communications.

The project improved and expanded the Region IV vocational education communication system.

TITLE: EXPANDED COMMUNICATIONS EFFORT **PROJECT #:** *253-79-III-1*

Wayne County

CONTACT: *Tom Cool*
Indiana Vocational Technical College
2325 Chester Blvd.
P. O. Box 1145
Richmond, IN 47374
Phone: (317) 966-2656

BUDGET:

Local	$
St/Fed	*464*
Total	$ *464*

DESCRIPTORS: *newsletters, publicize*

LEVEL(S): *postsecondary*

PRODUCTS: *final report*

OBJECTIVES:

Expand communications in IVTC Region 9 to inform civic leaders, businesses, and other target audiences about available vocational programs.

PROCEDURES AND OUTCOMES:

The project staff prepared, printed, and distributed six monthly issues of a regional newsletter. The four page newsletter included specific information about programs at IVTC Whitewater, Connersville Area Vocational School, Richmond High School, Occupational Industrial Center, and Occupational Development Center. Expansion of the mailing list included at least 400 civic leaders, businesses, and other target audiences. One thousand copies of each issue were prepared.

The project helped inform interested persons and future employers of the programs, needs, and benefits of vocational education organizations within the region.

TITLE: INDIANA VOCATIONAL EDUCATIONAL DATA SYSTEM

PROJECT #: 257-79-III-2

Marion County

CONTACT: Bruce E. Turner
Indiana Univ.-Purdue Univ./Indianapolis
Management Systems
1201 E. 38th St.
Indianapolis, IN 46205
Phone: (317) 923-1321
ext. 391

BUDGET:

Local	$
St/Fed	338,773
Total	$ 338,773

DESCRIPTORS: data collection, information retrieval, management information systems, vocational education

LEVEL(S): secondary postsecondary adult

PRODUCTS: final report

OBJECTIVES:

Develop and operate a centralized vocational education information system.

PROCEDURES AND OUTCOMES:

The project staff developed instruments and procedures to collect vocational information data according to Federal Vocational Educational Data System (VEDS) requirements. A computer system was formulated to facilitate information gathering and filing as well as retrieval. The computer provided a wide range of information for standard reports and ad hoc reports. The staff's management of the information included the gathering, updating, and reporting of data as required by project and VEDS guidelines.

This project helped vocational schools with one or more programs find more and better information on the vocational and technical education programs within Indiana. The project also supplied reports required by VEDS.

TITLE: REGIONAL COMMUNICATION CONTINUATION PROPOSAL

PROJECT #: 252-79-III-1

Marion County

CONTACT: Charles C. Davis
Walker Career Ctr.
9651 E. 21st St.
Indianapolis, IN 46229
Phone: (317) 899-2000

BUDGET:

Local	$
St/Fed	500
Total	$ 500

DESCRIPTORS: interschool communication, postsecondary education, secondary education

LEVEL(S): secondary postsecondary adult

PRODUCTS: final report

OBJECTIVES:

Provide additional resources and enhance vocational communication efforts among local education agencies (LEAs), postsecondary institutions, and CETA organizations.

PROCEDURES AND OUTCOMES:

To perpetuate communications among secondary and postsecondary institutions within the Indianapolis Metropolitan Area, the project staff acquired funds to reimburse the facilitating LEA. The funding allowed continuation of regular meetings of LEA representatives to discuss problems and solutions. Additional assistance encouraged cooperation by helping with the expense of regular breakfast, luncheon, or dinner meetings of the group. The meetings provided forums for authoritative guest speakers who discussed essential information on occupational and technical education programs.

The project enhanced vocational education communication activities and cooperative efforts of secondary and postsecondary institutions in the Indianapolis Metropolitan Area.

TITLE: REGIONAL COMMUNICATION CONTINUATION PROPOSAL

PROJECT #: *256-79-III-1*

Floyd County

CONTACT: *Charles E. Fields*
New Albany-Floyd County School Corp.
802 E. Market St.
New Albany, IN 47150
Phone: (812) 945-6681

BUDGET:

Local	$
St/Fed	*500*
Total	$ *500*

DESCRIPTORS: *educational coordination, interschool communication, program improvement, vocational education*

LEVEL(S): *secondary*

PRODUCTS: *final report*

OBJECTIVES:

Provide financial assistance to continue communications for vocational education in Economic Planning Region XIV.

PROCEDURES AND OUTCOMES:

The project staff sought to continue a three-year regional communications effort. The previous efforts of local education agencies (LEAs) in Region XIV became reorganized under the direction of the facilitating LEA: the New Albany-Floyd County Consolidated School Corporation. The project staff acquired funds to reimburse the facilitating LEA for communication expenses related to perpetuating regional vocational communications in economic planning. Funding covered such expenses as postage, telephone calls, paper and printing, special regional meeting activities and materials, creation of an input forum, and manpower information and opportunity surveys.

The project improved and expanded communication activities of economic planning for vocational education.

TITLE: REGIONAL COMMUNICATION FOR VOCATIONAL EDUCATION

PROJECT #: *255-79-III-1*

Vanderburgh County

CONTACT: *John Clerk*
Evansville-Vanderburgh School Corp.
1 S. E. Ninth St.
Evansville, IN 47708
Phone: (812) 426-5036

BUDGET:

Local	$
St/Fed	*500*
Total	$ *500*

DESCRIPTORS: *interschool communication, vocational education*

LEVEL(S): *secondary postsecondary adult*

PRODUCTS: *final report*

OBJECTIVES:

Develop a regional communication system for the improvement and expansion of vocational education.

PROCEDURES AND OUTCOMES:

The project was administered through a cooperative effort of participants. Various groups and education agencies were contacted to improve lines of communication, seek cooperative ventures, and explore ways of broadening guidance and counseling services. The project emphasized linkages that pooled resources of the various participants into more productive services.

The project improved career education programs and broadened guidance and counseling opportunities.

TITLE: STRENGTHENING COOPERATION AND COMMUNICATION OF STAFFS OF IVTC-IL-BCSC

PROJECT #: *254-79-III-1*

Bartholomew County

CONTACT: *Meredith L. Thompson*
Bartholomew Consolidated School Corp.
2650 Home Ave.
Columbus, IN 47201
Phone: (812) 376-4240

BUDGET:

Local	*$ 1,120*
St/Fed	*500*
Total	*$ 1,620*

DESCRIPTORS: *cooperative planning, interinstitutional cooperation, interschool communication, program development*

LEVEL(S): *secondary postsecondary adult*

PRODUCTS: *final report*

OBJECTIVES:

Develop communication, cooperation, and program coordination among IVTC, the Interlocal Association, and the Bartholomew Consolidated School Corporation.

PROCEDURES AND OUTCOMES:

The project staff organized a series of meetings for representatives of each institution. The participants discussed present offerings and future programs, and clarified common efforts and goals. A consultant hired by the staff spoke at the meetings and stimulated enthusiasm for an articulated system of vocational evaluation. Areas of further cooperation were determined and the staff helped devise a plan for continued communication and cooperation among the three institutions.

The project improved each institution's ability to serve clients by increasing communication and cooperation among the schools.

SEX BIAS and STEREOTYPING

TITLE: DEVELOPMENTAL MODEL TO REDUCE SEX STEREOTYPING/BIAS IN VOCATIONAL EDUCATION

PROJECT #: 225-78-III-6

Monroe County

CONTACT: Doris B. Adomatis
Indiana University
214 Wylie Hall, Rm. 214
Bloomington, IN 47405
Phone: (812) 337-9470

BUDGET:

Local	$ 15,764
St/Fed	25,000
Total	$ 40,764

DESCRIPTORS: educational materials, models, sex differences, sex discrimination, sex fairness, sex stereotypes, vocational counseling, vocational education

LEVEL(S): secondary postsecondary adult

PRODUCTS: final report

OBJECTIVES:

Develop a model to help identify and reduce sex stereotyping in programs, materials, and individuals in vocational education.

PROCEDURES AND OUTCOMES:

The project director selected an advisory committee to offer consultation and serve as contact persons for business and community organizations. The project staff reviewed literature of previous programs that identify outward signs of sex bias in teachers, programs, and curriculum. Questionnaires, checklists, and interviews were used to identify sex bias attitudes in administrators and teachers. The staff conducted inservice activities to identify and correct problems in recruiting, counseling, teaching, and placement of students. Similiar research identified sex bias in vocational curriculum and programs. The staff developed methods and tools for the selection of unbiased materials.

The project responded to a federal mandate to remove sexism from education. The resulting model provided educators a means of identifying and eliminating sex bias from vocational education in Indiana.

STATE SERVICES and PRODUCTS

TITLE: ADDENDUM TO "THE INDIANA CURRICULUM MATERIALS CENTER FY 78-79 PROJECT" (10-79-III-3)

PROJECT #: 95-79-III-5

Vigo County

CONTACT: *Sam Wiersteiner*
Indiana State University
TAW 200
Terre Haute, IN 47809
Phone: (812) 232-6311
ext. 5371

BUDGET:

Local	$
St/Fed	*30,000*
Total	$ *30,000*

DESCRIPTORS: *curriculum development, educationally disadvantaged, handicapped students, inservice education, mainstreaming, vocational education*

LEVEL(S): *secondary*

PRODUCTS: *final report*

OBJECTIVES:

Develop strategies, techniques, and curriculum modification for working with special needs students in vocational education.

PROCEDURES AND OUTCOMES:

The project advisory team consisted of two individuals from the Indiana Curriculum Materials Center (ICMC) and one from the Department of Public Instruction, Division of Vocational Education. They selected five consultants who had expertise in developing vocational materials for special needs students. The group met to determine three sets of materials to be modified for special needs students and to develop five brochures describing the five handicapping conditions. The brochures described measures to try or to avoid when working with persons of various handicapped conditions. The three sets of vocational materials were modified to accommodate each of the conditions described in the brochures. The team suggested adaptations for equipment, training materials and resources, and teaching strategies and secured two videotapes to inservice teachers working with the disadvantaged and handicapped.

The project produced materials and services to improve the education and training of the disadvantaged and handicapped.

TITLE: ANALYSIS OF COGNITIVE AND INTEREST FACTORS IN VOCATIONAL SUCCESS

PROJECT #: 69-78-III-1

Marion County

CONTACT: *Thomas G. Garrison*
MSD of Wayne Township
1220 S. High School Rd.
Indianapolis, IN 46241
Phone: (317) 243-8251

BUDGET:

Local	$
St/Fed	*19,960*
Total	$ 19,960

DESCRIPTORS: *academic aptitude, student ability, student interests, vocational counseling, vocational interests*

LEVEL(S): *secondary postsecondary adult*

PRODUCTS: *final report*

OBJECTIVES:

Develop a comprehensive and reliable student evaluation manual to determine intellectual status, learning capacity, career interest, and past scholastic achievement.

PROCEDURES AND OUTCOMES:

The project staff conducted a state-wide sampling of vocational students to measure cognitive status, interest, and past scholastic achievement. Data were gathered by comparing groups with strong classroom performances, academic achievements, and vocational interests, with groups rated poorly in these areas. Analysis of the data was developed into a training manual to help counselors to determine appropriate training for vocational students and especially for handicapped and disadvantaged students.

Counselors with a reliable procedure for guiding students offered more practical and fruitful services.

TITLE: AREA SCHOOL FEASIBILITY STUDY - AREA 28

PROJECT #: 228-79-III-2

Wayne County

CONTACT: Tim L. Jackson
Richmond Community Schools
300 Whitewater Blvd.
Richmond, IN 47374
Phone: (317) 966-1521

BUDGET:

Local	$ 4,532
St/Fed	18,130
Total	$ 22,662

DESCRIPTORS: area vocational schools, educationally disadvantaged, feasibility studies, handicapped students, high school students, manpower needs, student interests

LEVEL(S): secondary
postsecondary

PRODUCTS: final report

OBJECTIVES:

Develop a plan to provide vocational education opportunities to students in Area Vocational District 28 through the area vocational school concept.

PROCEDURES AND OUTCOMES:

The overall plan was a two-year study starting in the fall of 1979 and ending with full implementation in the fall of 1981. The project staff began by identifying potential manpower needs in the area. Surveys of existing Indiana Employment Security Division statistics and of area business and industry provided information on general and specific manpower needs. Next, the staff compared existing vocational training programs at the secondary and postsecondary levels with manpower needs and students' interests in programs suited to manpower needs.

The State Plan for Vocational Education provides every secondary vocational education student five program area opportunities. The staff established transfer procedures between Northeastern Wayne Schools which offered one program and Richmond Community Schools which offered six programs. Finally, a long-range area school concept for Area Vocational District 28 was developed and submitted for approval to local boards of education.

The project provided information on area manpower needs, as well as potential enrollment in area schools. Other project objectives, such as the establishment of transfer procedures between schools, furthered the development of the area school concept in Area Vocational District 28.

TITLE: CAREERS RESOURCE PROJECT

PROJECT #: 295-78-III-4

Vanderburgh County

CONTACT: Luise Schnakenburg
Indiana Vocational Technical College
3501 First Ave.
Evansville, IN 47710
Phone: (812) 426-2865

BUDGET:

Local	$
St/Fed	40,000
Total	$ 40,000

DESCRIPTORS: career awareness, career education, career exploration, educational resources, information dissemination, information services, resource centers

LEVEL(S): elementary secondary postsecondary

PRODUCTS: final report

OBJECTIVES:

Promote awareness and use of career/vocational education concepts, materials, and activities.

PROCEDURES AND OUTCOMES:

The project staff increased use of existing facilities beginning with the materials library. Hard and soft curriculum materials, equipment, and education resources within and from outside the project area were made available for loan or on a cost-recovery basis. The staff also offered in-house guidance on the use of materials. Additional classroom services included implementation of the Student Career Orientation Profile testing instrument which helped students define career goals and obtain necessary training. The staff also provided a comprehensive placement model which outlined methods of on-going counseling, educational placement, and job placement. Promotion of these materials, instruments, and activities was accomplished through press releases, liaison persons, and publication of a quarterly newsletter.

The project increased the awareness and use of career/vocational education materials among administrators, educators, counselors, and other interested parties.

TITLE: COORDINATED EFFORT FOR DELIVERING VOCATIONAL SPECIAL NEEDS PERSONNEL DEVELOPMENT

PROJECT #: *224-78-III-2*

Tippecanoe County

CONTACT: *Thomas C. Cooke*
Purdue University
SCC-F, Rm. 40
West Lafayette, IN 47907
Phone: (317) 494-8591/8026

BUDGET:

Local	*$ 26,997*
St/Fed	*35,000*
Total	*$ 61,997*

DESCRIPTORS: *disadvantaged youth, handicapped students, inservice teacher education, preservice teacher, special education*

LEVEL(S): *secondary*

PRODUCTS: *final report*

OBJECTIVES:

Provide preservice and inservice training for personnel serving vocational special needs students.

PROCEDURES AND OUTCOMES:

The project staff helped plan meetings among institutions and State Board of Vocational and Technical Education (SBVTE) staff. To meet project objectives, a full-time director took the position of visiting professor at Purdue University. The project staff developed a statewide inservice plan for vocational personnel teaching special needs students. Linkages were established between the four state universities to coordinate activities for teacher educators of vocational and special education.

The project coordinated efforts of the SBVTE and the four state universities to provide preservice and inservice training to personnel serving special needs students.

TITLE: DEMONSTRATION AND DISSEMINATION OF A STUDENT PERSONNEL SERVICES MODEL

PROJECT #: *289-78-III-2*
Floyd County

CONTACT: *Charles E. Fields*
New Albany-Floyd County School Corp.
802 E. Market St.
New Albany, IN 47150
Phone: (812) 945-6681

BUDGET:

Local	*$ 13,713*
St/Fed	*40,000*
Total	*$ 53,713*

DESCRIPTORS: *demonstration programs, inservice education, student personnel services*

LEVEL(S): *secondary postsecondary adult*

PRODUCTS: *final report*

OBJECTIVES:

1. Demonstrate a model student services system to groups and individuals.
2. Serve as resource of student admission, counseling, and placement and follow-up information.
3. Distribute to participants 400 software packages of project procedures which demonstrate how similar vocational programs can be developed.

PROCEDURES AND OUTCOMES:

The project staff consulted practicing professionals in the vocational education field and developed presentations of a student services system. Twenty-four media-supported presentations were conducted for groups of up to 16 persons. The staff also provided two and a half hours of informal consultation for each participant group to better serve individual needs. In all, 380 participants learned the characteristics of operating a student services system. The staff compiled a software package describing the student services model and distributed 400 copies among participants and other interested persons. The information gathered in the program was developed by the staff as a resource base for the State Board of Vocational and Technical Education and vocational programs in need of improvement.

The products of this project offered vocational education professionals the means to initiate or improve a student personnel services system.

TITLE: DEVELOPING A LINKAGE BETWEEN STUDENTS-SCHOOL-BUSINESS/ INDUSTRY

PROJECT #: *293-78-III-4*

Marion County

CONTACT: *Robert Stewart*
MSD of Washington Township
1605 E. 86th St.
Indianapolis, IN 46240
Phone: (317) 529-5238

BUDGET:

Local	*$ 22,850*
St/Fed	*9,570*
Total	*$ 32,420*

DESCRIPTORS: *employment opportunities, manpower needs, school industry relationship, vocational counseling*

LEVEL(S): *secondary postsecondary adult*

PRODUCTS: *final report*

OBJECTIVES:

Expose all students, including disadvantaged and handicapped, to opportunities and work environments of business and industry.

PROCEDURES AND OUTCOMES:

Counselors selected from each of the nine participating school districts comprised the guidance coordinating committee. The project staff arranged for vocational students to spend part of their instructional time in business and industry. Work visitation schedules were established to provide students with job shadowing experiences. The project staff arranged specific activities to allow disadvantaged and handicapped students to enjoy similar experiences. Counselor training activities such as visitations to demonstration projects and participation in a one-week workshop were arranged and conducted by the project staff.

The project allowed a sharing of ideas and information among business and industry and counselors, students, and staff. The nine participating school districts acquired the means to develop long-range guidance and counseling programs.

TITLE: DEVELOPMENT AND FIELD REVEIW OF SELF-EVALUATION AND VOCATIONAL COUNSELING PROCEDURES

PROJECT #: *68-78-III-4*

Howard County

CONTACT: *Paul R. Arnold*
Indiana Vocational Technical College
1815 E. Morgan St.
Kokomo, IN 46901
Phone: (317) 459-0561

BUDGET:

Local	$ *4,051*
St/Fed	*25,643*
Total	$ *29,694*

DESCRIPTORS: *career opportunities, consortia, industrial relations, labor force, program coordination, self-evaluation, vocational counseling*

LEVEL(S): *postsecondary adult employer employee*

PRODUCTS: *final report*

OBJECTIVES:

1. Form a consortium to link industries and labor with entry level and advanced vocational training programs.
2. Establish a self-service career opportunity center.
3. Work with consortium training institutions and industry to tailor curriculum to the needs of the craft-bound employee.

PROCEDURES AND OUTCOMES:

The project staff established linkages between industrial and labor organizations and vocational training agencies, public high schools, and area vocational schools. Efforts were coordinated to provide entry level and advanced vocational training. The staff established a location for the career opportunitity center and designed aptitude tests and a self-evaluation device for potential clients. Brochures informed participating vocational training institutions and industries of the procedures of the program. Vocational training was tailored to the needs of the participants. An advisory committee evaluated the program on employer/employee satisfaction. The committee also expanded and upgraded services.

The program offered clients easily accessible vocational counseling by applying innovative techniques of self-evaluation. Participants matched their job preferences with opportunities in specific clusters of skills.

TITLE: DEVELOPMENT AND IMPLEMENTATION OF A STUDENT PERSONNEL SERVICES DEMONSTRATION MODEL

PROJECT #: 45-78-III-45
Floyd County

CONTACT: *Charles E. Fields*
New Albany-Floyd County School Corp.
802 E. Market St.
New Albany, IN 47150
Phone: (812) 945-6681

BUDGET:

Local	*$ 14,089*
St/Fed	*60,457*
Total	*$ 74,546*

DESCRIPTORS: *area vocational schools, models, student personnel services*

LEVEL(S): *secondary postsecondary*

PRODUCTS: *final report*

OBJECTIVES:

1. Develop a software package with supporting audiovisual materials which demonstrates how a successful student personnel services program operates.
2. Present the packages in a one-day workshop.
3. Develop and implement a plan for presenting the student personnel services program to appropriate audiences.

PROCEDURES AND OUTCOMES:

The project operated in three phases. During the first phase, the project staff developed the software package and audiovisual materials needed for the workshop presentation. The materials emphasized the student personnel services program must have the support of school administrators, faculty, and staff. During the second phase of the project, the staff presented the materials to visiting teams of interested people. When the workshop presentation was completed, the project entered the third phase. During this phase, the workshop participants evaluated and critiqued the presentation, made recommendations for improving the presentation, and suggested appropriate dissemination strategies.

Showing educators who may develop vocational programs in the future, a successful and workable student personnel services model, helped make newly developed programs more effective.

TITLE: IMPLEMENTATION OF THE EXPANDED INDIANA VOCATIONAL EDUCATION INFORMATION SERVICES

PROJECT #: *267-78-III-124*

Monroe County

CONTACT: *JoAnn Brooks*
Indiana University
840 State Rd. Bypass 46, Rm. 111
Bloomington, IN 47405
Phone: (812) 337-6711

BUDGET:

Local	$ *35,110*
St/Fed	*83,200*
Total	$ *118,310*

LEVEL(S): *secondary postsecondary adult employer*

PRODUCTS: *final report*

DESCRIPTORS: *information dissemination, information services, information retrieval, publications, vocational teachers*

OBJECTIVES:

Continue the production and dissemination service and the information organization and retrieval service of Vocational Education Information Services.

PROCEDURES AND OUTCOMES:

The staff of the production and dissemination service gathered, edited, and published a series of newsletters and reports about selected State Board of Vocational and Technical Education (SBVTE)-funded projects and important developments in vocational education. Six reports in the *Information Series* and four issues of the newsletter *Communique* were disseminated to appropriate state and national target audiences. The staff also provided editorial assistance to selected projects and personnel. The information organization and retrieval service acquired, organized, and stored research and development information. The staff used computer access to organize information on all SBVTE-funded projects and to conduct literature searches for state agency and professional staffs, recipients of state board grants, and local administrators. Materials from the project's own colleciton and materials from the I.U. Libraries collection were loaned to vocational educators upon request.

The continued and expanded Vocational Education Information Services improved coordination of state projects, increased state and national awareness of Indiana's vocational education programs, and developed a comprehensive system of gathering, organizing, and publishing vocational education information.

TITLE: INDIANA CURRICULUM MATERIALS CENTER FY 1978 and 1979

PROJECT #: *10-79-III-3*

Vigo County

CONTACT: *Sam Wiersteiner*
Indiana State University
TAW 200
Terre Haute, IN 47809
Phone: (812) 232-6311
ext. 5371

BUDGET:

Local	$ *52,710*
St/Fed	*191,500*
Total	$ *244,210*

DESCRIPTORS: *audiovisual aids, curriculum, information dissemination, information services, inservice teacher education, printing, vocational education*

LEVEL(S): *secondary postsecondary adult*

PRODUCTS: *final report*

OBJECTIVES:

1. Provide an organized and centralized delivery system of current and quality curriculum materials.

2. Offer resource and support services to affect optimum use of materials.

PROCEDURES AND OUTCOMES:

The project staff met and worked with education personnel in a wide variety of areas to assure usefulness of curriculum and media materials. The project collected, catalogued, and distributed loan and cost-recovery materials. The project provided production and printing assistance to the State Board of Vocational and Technical Education and the Special Needs Assessment Project. The staff met with Indiana network planning groups to set common goals and avoid duplication of efforts.

The project disseminated curriculum materials and media for a wide variety of vocational programs and provided resources and support services so materials may be used to optimum effect.

TITLE: PLANNING AND IMPLEMENTATION OF THE PUTNAM COUNTY AREA VOCATIONAL DISTRICT

PROJECT #: *229-79-III-2*

Putnam County

CONTACT: *David C. Archer*
Putnam County Area Vocational Dist.
802 Indianapolis Rd.
Greencastle, IN 46135
Phone: (317) 653-3515

BUDGET:

Local	$ *20,089*
St/Fed	*20,000*
Total	$ *40,089*

DESCRIPTORS: *educational planning, needs assessment, program planning, public relations, vocational development*

LEVEL(S): *secondary*

PRODUCTS: *final report*

OBJECTIVES:

1. Develop and implement long range plans for the vocational district.
2. Investigate the need for vocational education programs in surrounding schools.
3. Develop public relations channels for the vocational district.

PROCEDURES AND OUTCOMES:

Long range plans for the vocational district included the development of three vocational programs. Adult education programs in auto mechanics, health occupations, and auto body and fender courses were developed where interest was highest. The project director sought facilities to house all proposed programs and developed student support systems in counseling, placement, and follow-up. Efforts were made to expand vocational programs to surrounding schools presently not served by a vocational center. The development of more public relations channels for the vocational district better informed vocational personnel and community groups of vocational education developments in the district.

The project provided a vocational education policy handbook for the vocational district, a written report to local school corporations and the State Board of Vocational and Technical Education, and implementation of a long-range vocational education plan for the Putman County Vocational District.

TITLE: A PROJECT TO PROVIDE CAREER RELATED SUPPORT SERVICES TO VOCATIONAL EDUCATORS AND COUNSELORS

PROJECT #: *294-78-III-4*

St. Joseph County

CONTACT: *Gerald O. Dudley*
Indiana Career Resource Center
1209 S. Greenlawn Ave.
South Bend, IN 46615
Phone: (219) 289-2851

BUDGET:

Local	$
St/Fed	*149,542*
Total	$ *149,542*

DESCRIPTORS: *ancillary services, career education, counselor training, educational resources, information dissemination, information services, occupational guidance, vocational education teachers*

LEVEL(S): *secondary postsecondary adult*

PRODUCTS: *final report*

OBJECTIVES:

1. Conduct workshops and disseminate information that will assist vocational educators and counselors in improving career development of youth.

2. Pilot test a model of this program.

PROCEDURES AND OUTCOMES:

The project staff developed workshops and consultations to assist in the formation of comprehensive vocational guidance and counseling programs. Upon request, the staff devised related classroom activities that focused on career development. Numerous consultations and vocational staff development presentations reached 48 area school districts in Indiana and involved 32 vocational guidance-related workshops, 40 vocational educator-related workshops, 50 vocational feeder school educator-related workshops, and 25 career development media-related workshops. Ten percent of the direct contact meetings were evaluated. The project staff gathered and distributed materials linking vocational programs to career interests. Media materials were provided by the Indiana Career Resource Center library and other materials were created by the staff or adapted from existing literature. On a pilot basis, a model for a community based career development center was tested. Research, material preparation, implementation, and evaluation was performed by the staff to create a transportable model to meet out-of-school program efforts throughout Indiana.

This program produced services and materials to help vocational educators and counselors provide better services to youth.

TITLE: SPECIAL SERVICES COORDINATION FOR AREA SCHOOL

PROJECT #: *288-78-III-4*

Vanderburgh County

CONTACT: *Victor L. Fisher*
Evansville-Vanderburgh School Corp.
1 S. E. Ninth St.
Evansville, IN 47708
Phone: (812) 426-5077

BUDGET:

Local	*$ 16,000*
St/Fed	*16,000*
Total	*$ 32,000*

DESCRIPTORS: *area vocational schools, manpower needs, needs, student interests, student placement, surveys, teachers, vocational follow-up*

LEVEL(S): *secondary*

PRODUCTS: *final report*

OBJECTIVES:

Implement a model service block for Area Vocational District 46.

PROCEDURES AND OUTCOMES:

The project staff developed and implemented a plan for performance based vocational education in cooperative education. They conducted surveys to assess available jobs in the area and student interest at the 10th and 12th grade levels. Plans for student recruitment, job placement, and follow-up were coordinated in all Evansville-Vanderburgh School Corporation high schools. The staff identified teacher inservice education needs for the area vocational school and extended services to dropouts of high schools in District 46.

The project produced vocational services more individually oriented and a comprehensive program to improve chances of career exploration and job placement prior to graduation.

TITLE: VOCATIONAL GUIDANCE AND COUNSELING PROGRAM DISTRICTS THIRTY-NINE AND FORTY THREE

PROJECT #: 291-78-III-4

Martin County

CONTACT: John A. Walker
Loogootee Community School Corp.
P. O. Box 282
Loogootee, IN 47553
Phone: (812) 295-3254

BUDGET:

Local	$ 1,600
St/Fed	16,000
Total	$ 17,600

DESCRIPTORS: advisory committees, publicize, vocational counseling

LEVEL(S): secondary
postsecondary

PRODUCTS: final report

OBJECTIVES:

1. Assist students in selecting or narrowing their choice of occupations.

2. Develop a model of the area vocational concept.

PROCEDURES AND OUTCOMES:

The project director reviewed current vocational counseling literature to develop the most effective format for the project. Counseling procedures were developed as were forms to define students' training needs. Guidance personnel from area schools reviewed the program format and helped plan, develop, and evaluate the procedures. Group counseling was established as regular procedure for all eighth and ninth grade students. The counseling, in addition to program materials, described the vocational programs presently available and the training needed to pursue other occupations. Students selected rudimentary or specialized training in available programs. The project staff utilized materials of existing programs and created a model of the program to be used by school corporations in developing the area vocational education concept.

The project served as the beginning phase of the area school corporation's guidance and counseling program.

TITLE: VOCATIONAL SPECIAL NEEDS PERSONNEL DEVELOPMENT THROUGH TEACHER EDUCATOR, PRESERVICE, AND INSERVICE ACTIVITY AT EACH OF THE FOUR INDIANA STATE UNIVERSITIES, USING A RESIDENT UNIVERSITY VOCATIONAL SPECIAL NEEDS COORDINATOR

CONTACT: *Larry Fosler*
State Board of Vocational and Technical Education
401 Illinois Bldg., 17 W. Market St.
Indianapolis, IN 46204
Phone: (812) 232-1817

DESCRIPTORS: inservice teacher education, preservice education, resource allocations, teacher educators

PROJECT #: *230-79-III-5 through 237-79-III-5*

Delaware, Monroe, Vigo, and Tippecanoe Counties

BUDGET:

Local	$ *83,297*
St/Fed	*92,372*
Total	$ *175,669*

LEVEL(S): *postsecondary adult*

PRODUCTS: *final report*

OBJECTIVES:

Establish an ongoing system for the development of vocational special needs personnel in each of the four state universities.

PROCEDURES AND OUTCOMES:

Each of the four state universities provided a vocational special needs coordinator who implemented preservice and inservice vocational special needs personnel development activities. The coordinator also served as a resource person for vocational education and special education faculties. Special materials were developed by the coordinator who also taught appropriate courses in vocational special needs to preservice students and graduate students. The special needs summer internship program was initiated as well as special vocational needs education for teachers in the field.

The project provided a systematic method of preservice and inservice training for vocational special needs teachers.

INDEXES

AGENCY INDEX

Anderson Area Vocational School 38
Area 10 Vocational Cooperative 62

Ball State University 13, 50
Bartholomew Consolidated School Corporation 71
Blue River Vocational Technical Center 40, 55

Central Nine Vocational-Technical School 31

Elkhart Area Career Center 45, 60
Evansville-Vanderburgh School Corporation 70, 89

Fort Wayne Community Schools 39

Indiana Career Resource Center 88
Indiana State University 6, 8, 11, 76, 86
Indiana University 23, 27, 42, 44, 58, 74, 85
IUPU-Fort Wayne 17, 18, 64
IUPUI-Indianapolis 14, 19, 67
IVTC-Evansville 57, 79
IVTC-Gary 30
IVTC-Indianapolis 10, 41
IVTC-Kokomo 28, 63, 83
IVTC-Lafayette 65
IVTC-Muncie 16, 32
IVTC-Richmond 66
IVTC-Terre Haute 34

Kokomo-Center Township Consolidated School Corporation 52

Loogootee Community School Corporation 90

Mississinewa Community Schools 4
Monroe County Community School Corporation 48
MSD of Washington Township 25, 82
MSD of Wayne Township 77

New Albany-Floyd County School Corporation 69, 81, 84
New Castle Community School Corporation 53
New Educational Directions, Inc. 43, 46, 47, 49, 54

Porter County Career Education Cooperative 24
Purdue University 7, 12, 15, 36, 51, 59, 80
Putnam County Area Vocational District 56, 87

Richmond Community Schools 78

South Central Area Vocational School 29
South Knox School Corporation 5
State Board of Vocational and Technical Education 91

Upper Wabash Vocational School 37

Walker Career Center 33,
Wawasee Area Vocational Cooperative 22, 26

CITY/COUNTY INDEX

Allen County 17, 18, 39, 64
Anderson 38

Bartholomew County 71
Bloomington 23, 27, 42, 44, 48, 58, 74, 85

Cass County 28
Columbus 71
Crawfordsville 43, 46, 47, 49, 54

Delaware County 13, 16, 32, 50, 91

Elkhart 45, 60
Elkhart County 45, 60
Evansville 57, 70, 79, 89

Floyd County 69, 81, 84
Fort Wayne 17, 18, 39, 64

Gary 30
Gas City 4
Grant County 4
Greencastle 56, 87
Greenwood 31

Hardinsburg 29
Henry County 53
Howard County 52, 63, 83

Indianapolis 10, 14, 19, 25 33, 41, 67, 68, 77, 82, 91

Johnson County 31

Knox County 5
Kokomo 28, 52, 63, 83
Kosciusko County 22, 26

Lafayette 65
Lake County 30
Loogootee 90

Madison County 38
Marion County 10, 14, 19, 25, 33, 41, 67, 68, 77, 82
Martin County 90
Monroe City 5
Monroe County 23, 27, 42, 44, 48, 58, 74, 85, 91
Montgomery County 43, 46, 47, 49, 54
Monticello 62
Muncie 13, 16, 32, 50

New Albany 69, 81, 84
New Castle 53

Porter County 24
Putnam County 56, 87

Richmond 66, 78

St. Joseph County 88
Shelby County 40, 55
Shelbyville 40, 55
South Bend 88
Syracuse 22, 26

Terre Haute 6, 8, 11, 34, 76, 86
Tippecanoe County 7, 12, 15, 36, 51, 59, 65, 80, 91

City and County

Valparaiso 24
Vanderburgh County 57, 70 79, 89
Vigo County 6, 8, 11, 34, 76, 86, 91
Wabash 37
Wabash County 37
Washington County 29
Wayne County 66, 78
West Lafayette 7, 12, 15, 36, 51, 59, 80
White County 62

DESCRIPTOR INDEX

academic aptitude 77
admission criteria 42
advisory committees 8, 24, 90
agribusiness 12
agricultural education 12, 36
agricultural skills 36
ancillary services 88
apprenticeships 36
area vocational schools 5, 29, 39, 52, 62, 78, 84, 89
articulation (program) 10, 14, 19, 50, 53
audiovisual aids 60, 86
auto mechanics 14

career awareness 38, 39, 52, 79
career education 52, 79, 88
career exploration 79
career opportunities 83
college curriculum 41
communications 4, 65
communication skills 55
community resources 48
community schools 26
competitive selection 42
comprehensive programs 39, 57
computer programs 16, 18, 40
consortia 83
cooperative education 51
cooperative planning 71
cooperative programs 57
counseling instructional programs 51
counselors 45, 52
counselor training 37, 51, 88
criterion referenced tests 16
curriculum 86
curriculum design 13
curriculum development 10, 12, 13, 15, 16, 18, 19, 41, 53, 56, 60, 76
curriculum research 6

data analysis 8
data collection 7, 8, 40, 58, 67
decision making skills 55
demonstration programs 56, 81
directories 48
disadvantaged youth 80
distributive education 13, 50
dropouts 26

educational assessment 27
educational coordination 50, 69
educational improvement 63
educational materials 18, 44, 74
educational needs 5, 59
educational planning 56, 87
educational resources 79, 88
educationally disadvantaged 15, 19, 41, 57, 59, 62, 76, 78
employer employee relationship 31
employers 29
employment opportunities 22, 30, 33, 34, 37, 45, 48, 82
employment services 28, 29, 31, 32, 33
enrollment trends 7
evaluation criteria 27
evaluation methods 46

feasibility studies 5, 78
field studies 13
follow-up studies 29, 31
freshmen 52

grants 23
guidance counseling 38, 57
guidance programs 38, 39, 40, 45, 57

handicapped students 15, 19, 40, 52, 59, 62, 76, 78, 80
health occupations education 17, 18
health programs 18
high school students 62, 78

improvement 31
industrial relations 83
information dissemination 57, 79, 85, 86, 88
information retrieval 67, 85
information services 79, 85, 86, 88
inservice education 10, 11, 14, 38, 50, 51, 53, 76, 81
inservice teacher education 17, 48, 58, 80, 86, 91
instructional materials 12, 15, 19, 60
instructional programs 16
instrumentation 6, 54
interest tests 39
interinstitutional cooperation 57, 62, 71
interschool communication 24, 63, 64, 68, 69, 70, 71

job placement 23, 27, 34
job satisfaction 34
job search methods 25, 29, 31, 40
job skills 33

labor force 83
labor supply 7
landscaping 12
learning modules 15

mainstreaming 76
management information systems 67
manpower development 30
manpower needs 5, 7, 29, 33, 49, 78, 82, 89
marketing 50
measurement instruments 27
minority groups 41, 57
models 44, 56, 74, 84
money management 47

needs 89
needs assessment 4, 87
newsletters 66

occupational clusters 13, 39
occupational guidance 39, 51, 52, 88

peer counseling 55
performance based education 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 41
performance criteria 60
population growth 7
postsecondary education 19, 43, 46, 53, 63, 65, 68,
preservice education 91
preservice teacher 80
printing 86
problem solving 55
program administration 46
program coordination 83
program development 71
program evaluation 4, 5, 43, 46, 47, 62
program improvement 11, 26, 38, 69
program planning 8, 53, 59, 87
public relations 26, 87
publications 85
publicize 66, 90

regional cooperation 65
resource allocations 91
resource centers 40, 79
research projects 27

school community relationship 39
school districts 56
school industry relationship 22, 24, 25, 32, 37, 45, 48, 82

Descriptor

secondary education 18, 19, 43, 46, 53, 55, 63, 65, 68
self evaluation 54, 83
sex differences 44, 74
sex discrimination 41, 44, 74
sex fairness 44, 74
sex stereotypes 26, 44, 74
site development 10
special education 80
statewide planning 49, 59
student ability 77
student interests 77, 78, 89
student personnel services 81, 84
student placement 24, 25 26, 28, 29, 30, 31, 32, 33, 34, 40, 89
student recruitment 38, 42, 52
student seminars 33
summer programs 36
surveys 6, 8, 89

task analysis 10, 14
teacher educators 11, 91
teachers 89
teacher workshops 11, 37, 60
teaching methods 6
teaching procedures 15, 60
teaching techniques 59
technical assistance 4
technical education 64
travel 58

vocational adjustment 25
vocational agriculture 36
vocational agriculture teachers 36
vocational counseling 22, 23, 28, 30, 37, 44, 45, 48, 51 54, 55, 74, 77, 82, 83, 90
vocational development 27, 56, 62, 87
vocational directors 56
vocational education 5, 6, 12, 16, 27, 37, 42, 43, 44, 46, 49, 56, 59, 64, 65, 67, 69, 70, 74, 76, 86
vocational education teachers 88
vocational evaluation 47
vocational follow-up 23, 24, 25, 26, 27, 28, 29, 31, 32, 33, 34, 40, 89
vocational interests 77
vocational schools 42
vocational teachers 85

work experience programs 55
workshops 58

PROJECT NUMBER INDEX

9-79-III-13 19
10-79-III-3 86
44-78-III-1 5
45-78-III-45 84
46-78-III-2 46
47-78-III-2 47
61-79-III-3 53
62-79-V 58
63-78-III-4 48
63-79-III-4 27
64-78-III-4 22
65-78-III-4 45
66-78-III-5 37
67-78-III-4 55
68-78-III-4 83
69-78-III-1 77
70-78-III-4 60
71-78-III-4 42
72-79-III-4 52
73-79-III-4 40
74-79-III-4 38
75-79-III-4 39
76-79-III-4 57
77-79-III-3 41
88-78-III-5 17
90-78-III-5 49

95-79-III-5 76
96-79-III-5 59
97-79-III-2 62
109-78-III-5 8
110-78-III-3 6
111-78-III-5 11
112-78-III-5 36
114-78-III-14 54
204-78-III-2 56
224-78-III-2 80
225-78-III-6 . . . . .44, 74
228-79-III-2 78
229-79-III-2 87
230 to 237-79-III-5 . . . 91
238-79-III-2 43
249-79-III-1 64
250-79-III-1 65
251-79-III-1 63
252-79-III-1 68
253-79-III-1 66
254-79-III-1 71
255-79-III-1 70
256-79-III-1 69
257-79-III-2 67
261-79-III-5 50
267-78-III-124 85
268-78-III-1 4
270-78-III-35 14
271-78-III-3 10
272-78-III-3 12
273-78-III-3 13
274-78-III-3 18
275-78-III-3 16
276-78-III-3 15
277-78-III-4 23
278-78-III-4 31
279-78-III-4 26
280-78-III-4 24
281-78-III-4 33
282-78-III-4 30
283-78-III-4 32
284-78-III-4 28
285-78-III-4 34
286-78-III-4 25
287-78-III-4 29
288-78-III-4 89
289-78-III-2 81
290-78-III-1 7
291-78-III-4 90
292-78-III-5 51
293-78-III-4 82
294-78-III-4 88
295-78-III-4 79

OTHER

VOCATIONAL EDUCATION SERVICES

REPORT TITLES

A Local School Implementation Plan for Performance Based Vocational Education, written by Shirley F. Smalley. Describes a plan to convert traditional vocational curriculum to performance based curriculum without disrupting the efficiency of the program. 1980, 76pp. (Report Series No. 11).

Vocational Education Personnel Training Projects in Indiana, 1970-1978, edited by Nancy Steenhausen. Abstracts and synthesizes vocational education personnel training projects that were funded from 1970 through 1978. 1980, 102pp. (Report Series No. 10).

Vocational Education Research and Exemplary Projects in Indiana, 1977, edited by Nancy Steenhausen. Abstracts and synthesizes research and development projects that were funded in 1977 under Indiana's plan for improving vocational education programs. 1979, 90pp. (Report Series No. 9). ED 176 123.

Students' Views on Occupational Sex Stereotyping, a project report by Diane S. Richards, and *Sex Equity Resources for Vocational Educators and Counselors*, a bibliography by JoAnn Brooks. Identified sex bias influences on students' occupational choices and gives an annotated list of resources with which educators can begin to implement sex fair practices in the schools. 1979, 88pp. (Report Series No. 8). ED 167 782.

Vocational Programs in Indiana for Special Needs Students, 1978-1979, written by Elaine G. Eigeman. Abstracts and synthesizes 1978-1979 Indiana vocational programs for special needs students in the special projects funding category. 1978, 102pp, (Report Series No. 7. Out of print; copies available for loan only).

Vocational Education Research and Exemplary Projects in Indiana, 1976, edited by Elaine G. Eigeman and Nancy Steenhausen. Abstracts and synthesizes research and development projects that were funded in 1976 under Indiana's plan for improving vocational education programs. 1978, 70pp. (Report Series No. 6).

Research for Performance Based Vocational Education in Indiana, written by Bill R. West with an introduction by Ed Hornback. Outlines steps in the state's system for developing multi-occupational PBVE programs. 1978, 56pp. (Report Series No. 5). ED 153 012.

Other report titles *continued*

A Plan to Organize Performance Based Auto Mechanics Programs and Derive Learning Content, written by Bill R. West and Dennis Brannock. Develops a data base with which to structure multi-occupational PBVE programs and to derive learning content that is job title specific. 1978, 52pp. (Report Series No. 4. Out of print; copies available for loan only). ED 154 244.

The Public's Perception of Secondary Vocational Education in Indiana, written by Betty A. Sawyers. Studies the general image of vocational-technical education as represented by a statistical sampling of respondents from five categories. 1977, 49pp. (Report Series No. 3). ED 151 608.

Vocational Programs in Indiana for the Disadvantaged and Handicapped (1976-1977), edited by Elaine G. Eigeman. Abstracts and synthesizes 1976-1977 Indiana vocational programs for special needs students in the special projects funding category. 1977, 64pp. (Report Series No. 2). ED 141 643.

Employment Patterns and Earnings of Secondary School Vocational Education Graduates, written by William B. Richardson and Joan R. McFadden. Explores the relationships between vocational graduates' training programs, jobs, and incomes during a maximum period of one year and eight months after program completion. 1977, 31pp. (Report Series No. 1. Out of print; copies available for loan only). ED 146 348.

Additional copies of all reports in the series are available for $2.00 prepaid; single copies are free to Indiana residents. DIRECT INQUIRIES AND REQUESTS TO:

Vocational Education Services
840 State Road 46 Bypass, Room 111
Indiana University
Bloomington, IN 47405

(812) 337-6711